



QUARTERLY ACTIVITY REPORT

OCTOBER – NOVEMBER – DECEMBER
(2022)

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1. PRESENTATION

This report provides information on the activities from 10/01/2022 to 12/31/2022, developed by the Pedagogical Nucleus, Administrative Nucleus, Fundraising Nucleus, Financial Department and Communication Department.

2. PEDAGOGICAL NUCLEUS (Coordinator: JOSEANE AMÂNCIO)

2.1 OVERVIEW OF THE PEDAGOGICAL NUCLEUS

LEARNING CELL			
Enrolled Students	Average of Students Present in the Quarter	Day	Time
86	83	Monday to Friday	Morning and Afternoon

READING WORKSHOP			
Enrolled Students	Average of Students Present in the Quarter	Day	Time
86	83	Monday to Friday	Morning and Afternoon

VISUAL ARTS WORKSHOP			
Enrolled Students	Average of Students Present in the Quarter	Day	Time
42	40	Friday	Morning and Afternoon

VIOLA AND VIOLIN WORKSHOP			
Enrolled Students	Average of Students Present in the Quarter	Day	Time
48	46	Tuesday and Thursday	Morning and Afternoon

CREATIVE CITIZENSHIP WORKSHOP			
Enrolled Students	Average of Students Present in the Quarter	Day	Time
48	46	Wednesday and Thursday	Morning and Afternoon

JUDO			
Enrolled Students	Average of Students Present in the Quarter	Day	Time
54	50	Monday and Wednesday	Morning and Afternoon

2.2 LEARNING CELL

The last quarter is always more intense with the closing schedules for another year. The pedagogical activities marked by the interdisciplinary culmination of the **Knowing My Neighborhood** project were completed, with many experiences that were part of this cycle.

The **Knowing My Neighborhood** project emerged from the perception that many students did not know important details of the space where they live. From there, classes were built, providing students

from the **Lagoa dos Patos** community with knowledge and appreciation of the community to which they belong, highlighting the positive points and changes that have occurred over time.

During the quarter, students made posters, dances, poems and drawings, which were presented at the **Cultural Exhibition** held on December 13th. And to finalize the activities of **Learning Cell**, there was a moment of local cuisine, where students were served acarajé, specially prepared by a “Baiana do Acarajé”, as it is called in Bahian culture.



2.2.1 WALK IN THE LAGOA DOS PATOS COMMUNITY

Crescer is inserted in a neighborhood that has a series of social problems (health, education, housing, unemployment, basic sanitation, violence, among others) and students are increasingly aware of all of this.

Continuing with the **Knowing My Neighborhood** project, a walk was carried out in the **Lagoa dos Patos** community with the active participation of students, who are looking for solutions to problems that afflict them on a daily basis. They are aware that, with everyone's involvement, it is possible to think about joint actions and achieve significant changes for the region.

The **Crescer** team recognizes the importance of strengthening ties with the community, in addition to talking with students about the problems and challenges that residents face on a daily basis. This action of taking a walk in the community can contribute to the students' awareness of social and personal values.

To enrich this activity, the students were responsible for making the posters that would be used on the walk. The children created drawings, paintings, phrases, and pictures.

In addition, they prepared a script with questions for conducting interviews with community residents during the walk.

The walk took place in two shifts, morning, and afternoon. Students from the respective shifts got to know the main streets and important points such as the **Lagoa dos Patos Municipal School**, the squares and shops in the locality.

Many students already knew the path that was taken, but did not know the names of the streets and did not know the former residents of the community. As the walk took place, students sang songs about **peace and togetherness**. Little by little, the children and teenagers gained confidence to approach the residents and continued by conducting interviews.

The interviews helped in the development of **formal oral communication skills**, as it was necessary to use a dynamic, precise, and objective vocabulary, without using slang with the interviewees. Gradually, the students managed to have more resourcefulness to approach people to conduct the interviews.

During the walk, the students were taken to observe the size, type and layout of the streets, whether they were big or small, wide or narrow, paved or dirt, whether they had lighting or not. They also had to observe how clean the streets were, whether there was garbage collection, green areas, sewage treatment and, above all, the predominance of housing, whether the houses were big or small, whether they had tall or low buildings, whether they were painted or not and so on.

The visit to the **Lagoa dos Patos** community lasted approximately 40 minutes and was extremely important for the students. And to end this activity, the students got together to discuss the points they liked the most and which ones they would like to change, aiming at improving the neighborhood.

Issues such as safety, architecture, leisure, and health were the most raised as attention and improvement among children and adolescents.





2.3 READING WORKSHOP

The quarter was marked by the visit of teacher **Jessica Hoehener**, who came from Switzerland to accompany and contribute to **Crescer's** activities. On that occasion, there was a continuation of the speech studies carried out at the **Reading Workshop**, where teacher **Jessica Hoehener** made great contributions, presenting ways to engage children in the universe of reading with activities that stimulate and encourage the student's autonomy. In addition, teacher **Jessica Hoehener** proposed solutions for addressing issues necessary for the complete education of children and adolescents.





2.4 VISUAL ARTS WORKSHOP

This quarter, the **Visual Arts Workshop** received a visit from **Davi Almeida**, 10 years old, a very special guest who taught the art of **origami**.

Origami is an ancient oriental art, which consists of making paper folds, forming small sculptures, which represent elements of nature, such as animals and plants, each having a specific meaning.

Bird origami (Tsuru) is the best known in Japanese tradition and is a symbol of luck, longevity and health. **Frog origami** (kaeru) has as its symbology the desire for positive things to happen, so it is offered in Japan to sick people, as a wish for better health. **Flower origami** (Iris), symbolizes wisdom and, in Japanese culture, is a nice birthday present.



The origami activity aimed to teach about the paper folding technique for creating figures from **geometric shapes, stimulating creativity, concentration and fine motor skills**.

The origami workshop was fun and relaxed. The children were free to ask questions and ask for help. And the fact that Davi Almeida is only 10 years old facilitated interaction with **Crescer** students, who were impressed with the way he conducted the activities.

In addition to the opportunity with **origami**, the **Visual Arts Workshop**, taught by teacher **Janine Oliveira**, had the opportunity to prepare and exhibit the works carried out by the students during the year 2022. During **Expo Crescer** (which will be detailed in this report in item 2.7), they told the other colleagues about their experiences in this workshop, what they learned, what they liked most and what materials were used to produce each piece.

This workshop brought the opportunity for the team to see the children's evolution in fine motor coordination, concentration, and a sense of responsibility during the performance of each activity. And

even children with greater attention and concentration difficulties managed to overcome some limitations and did what was requested in each proposed activity throughout 2022.



2.5 VIOLIN AND VIOLA WORKSHOP

In the **Violin and Viola Workshop** there are 3 levels: beginner, intermediate and advanced.

Advanced level students have already mastered the techniques and are able to support teacher **Misael Dinis** with new students. This practice is applied so that they understand that it is also possible to learn by “teaching”. With the advanced level class, the song “Faded” was worked on and the study of the Christmas repertoire with “Jingle Bells” and “Noite Feliz” began.

Beginner level students entered in August/2022 and worked on the songs “Chocolate-Hot” and “Brilha Brilha Estrelinha”. In this quarter, it was possible to notice that the students in the afternoon had better performance compared to the students in the morning.

Intermediate level students showed low performance in the period. The reason was the lack of practice of the instrument at home. The songs “How great is my love for you” and “Anunciation” are being worked on with these students, but no major advances have been achieved.

Seeking to understand the reasons for this low performance, added to the lack of violin practice at home, some fathers, mothers and guardians were invited to a meeting. Several points were raised, among them: separation from parents, lack of training for fear that the child would break the instrument and discomfort caused by noise when practicing the violin at home. Given this context, some guidelines were made for these fathers, mothers and guardians. And in some cases of greater relevance, where the student showed interest in continuing with violin classes, but with a compromised level of learning, they were referred to be assisted by the team of educational psychologists who provide voluntary support to **Crescer**.

In December, students had the opportunity to participate in two presentations: at **Dimainha Restaurant**, a farm with a large green area, and at the Premium Outlet.

In both presentations, children and teenagers showed enthusiasm, friendliness and commitment.



2.6 CREATIVE CITIZENSHIP WORKSHOP

During the quarter, the themes were worked on: Food Sustainability, Sustainable Tourism and Predatory Tourism. The activities were carried out in 3 stages:

- construction of a model on Sustainable Tourism and Predatory Tourism
- construction of musical instruments developed from recyclable materials brought by students
- Lecture on sustainable food, given by students of the Nutrition course at **Faculdade UNIME**.



2.7 EXPO CRESCER

On November 3rd and 4th, **Expo Crescer** took place, an important event organized since the beginning of the quarter, which promotes integration between students in the morning and afternoon shifts.

The artistic productions, organization of costumes, preparation of musical arrangements, rehearsals of dance steps, decoration of the space and adjustments according to the categories that each child or group signed up for were finalized.

This exhibition aims to stimulate, awaken, encourage, and present the creation of artistic works by students that were carried out throughout 2022, divided into the following categories: Visual Arts, Drawing, Theater, Dance, Cooking and Poetry.

The categories were evaluated by a team of judges carefully chosen for this important event and each participant received a score, which in the end was counted towards the award.

Criteria such as creativity, originality and resourcefulness in the presentation were fundamental for the score.

The event had the participation of guests such as **Arthur Luz** (contestant of The Voice), **Mabelle Alcantara** (children's entertainer), and **Quezia Borges** (hip hop and contemporary music dancer).



2.8 JUDO

During this quarter, preparations were made for the students to change belts. Practical and theoretical training was intensified by sensei **Alessandra Silva** and shihan **Paulo Fraga**.

Aspects such as care for their clothing, punctuality and responsibility were reinforced so that students could remain in judo classes.

The belt change took place on December 7th, a moment much awaited by the students, as it is the milestone of evolution after 1 year of training.

The event was led by sensei **Alessandra Silva** and sensei **Thiago Fraga**, (son of shihan **Paulo Fraga**). In addition to the belt change, certificates were handed out.

During the ceremony, former **Crescer** students who were champions in competitions held in Brazil were present, providing another moment of emotion and inspiration for the students who were participating in the belt change.



2.9 JESSICA HOEHENER GETTING TO KNOW CRESCER

During the month of November, **Crescer** received a visit from **Jessica Hoehener**, who was born in Switzerland, has a degree in pedagogy and is part of **the Villa Social Committee (Switzerland)**, one of **Crescer's** main financial supporters.

Jessica Hoehener was a volunteer for 3 weeks and added knowledge and plurality to the students' daily lives.

Because she is not Brazilian and has difficulty speaking Portuguese, there was a challenge at first to insert her into the children's routine. Gradually, the difficulty with the language was replaced by hugs and small words in English learned by the students.

This cultural exchange is fundamental for growing awareness of society and the way of life of different parts of the world.

In the first class, Jessica presented the culture of her native country, Switzerland, and through a conversation wheel, the dynamic became fun, arousing the interest of the students, as they wanted to know more about typical foods, dances, sights, and customs locations. The children also asked about the climate, landscapes, and means of transport (cars and trains in the region).

Not only were the children privileged with Jessica's visit, but the team at the **Pedagogical Nucleus** was also benefited. She contributed to the exchange of pedagogical experiences, by having experience in the classroom and developing works with reading in different countries where she passed. In addition, **Jessica Hoehener** shared strategies that can be used in the classroom and will certainly bring positive results in the short, medium and long term.



On November 23, **Jessica Hoehener** participated in the pedagogical meeting, bringing suggestions that will contribute to day-to-day activities with the children.



In the last week of November, **Jessica Hoehener** provided a delicious experience, giving everyone the opportunity to experience a typical Swiss delicacy, **fruit fondue**.

The students were happy and delighted with this wonderful snack. On this occasion, the children had a simple farewell, where they delivered letters and prepared a presentation as a form of thanks for the affection received by **Jessica Hoehener**.



2.10 CHILDREN'S WEEK

The first weeks of October were devoted to the celebration of **Children's Day**, combining learning and entertainment in the form of games, activities and walks.

The month began with the visit of 100 students to the **Historic Center of Salvador**. This tour was of paramount importance, as during the activities in the classroom it was noticed that many children and adolescents did not know the capital of Bahia, and this was the starting point to provide a moment rich in culture, leisure and, above all, strengthen teachings about the first capital of Brazil, **Salvador**.

As the visit progressed, the students interacted with everything they had studied in the theoretical classes of the **Knowing My Neighborhood** project, because in this project, in addition to talking about the Lagoa dos Patos Community, the study of the city of Salvador was also contextualized.

The Historic Center of Salvador is considered a **World Heritage Site by UNESCO**, for encompassing riches in the old buildings and for bringing the culture and resistance of the people who lived in Brazil during the period of Portuguese colonization.

The students and the entire **Crescer** team had the opportunity to walk around the tourist attractions, such as: Pelourinho and its colorful buildings, the **Lacerda Elevator** that connects the **Bairro do Comércio** to **Cidade Alta** (this elevator takes approximately **20 seconds**), the **Mercado Modelo**, **Cruz Caída**, the **Cibernética Fountain at Praça da Sé** and other points that were presented by tour guide **Iara Gomes**, who did this important work voluntarily, throughout the 6-hour tour.

During the visit to the **Historic Center**, it was possible to observe the happiness stamped on the students' faces and the contemplation when being introduced to the "living history" of Brazil.





During the month of October, more activities focused on **Children's Day** were taking place, such as gymkhanas, **visits to the public squares of Lauro de Freitas**, **modeling clay workshop** and **cooking workshop with the preparation of cookies by the students themselves**.

All these actions aimed to provide a playful experience contributing to the development of fine motor coordination, creativity, and concentration, allowing students to discover new shapes, colors, textures, sensations and movements, in addition to promoting socialization among them.





In the second half of October, a visit was made to the **Ecological Park of Vilas do Atlântico**, located in Lauro de Freitas. This visit was planned to celebrate **Children's Day**, in line with the objectives of the **Knowing My Neighborhood** project. And so another tourist point of the city was presented, giving the opportunity to develop an interdisciplinary activity on the **preservation of the environment**.

The **Ecological Park** has spaces such as a playground, zip line, picnic tables, nursery, organic garden, forest trail and acoustic shell. The students were able to enjoy nature in and even get to know, safely, the homes of some animals.



Getting to know the **NGO EVOLUA**. Experience in harmony with nature, with fun and learning about healthy eating.



2.11 OTHER EVENTS

2.11.1 ANTHROPOMETRIC EVALUATION

In October, the nutritionists, **Edneusa Fernandes** and **Stéphanie Rodrigues**, from **Faculdade UNIME**, together with the students of the **Nutrition course**, completed the first stage of the **anthropometric study** carried out with the **Crescer** students. This study was important for relating the impact of the social conditions of the Lagoa dos Patos community *versus* the difficulty of access to health.



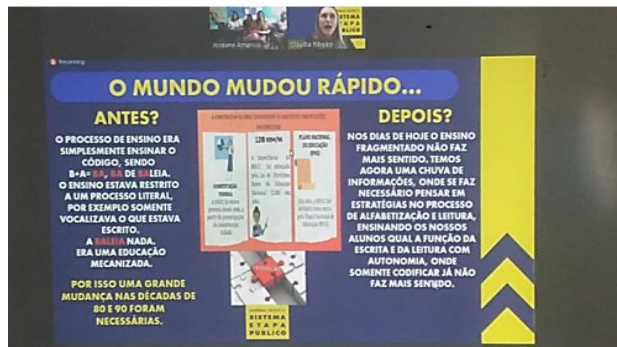
Anthropometric assessment is an investigation method that is based on physical variations and body composition according to some parameters, such as: height, weight, head circumference and arm circumference. The ideal numbers for each measurement may vary according to the age of the child. These measurements are important for predicting growth, health conditions and understanding body development.

2.11.2 PARTNERSHIPS, MEETINGS AND DONATIONS

Closing of the 40-hour internship, led by teacher **Daniela Albuquerque**, from **Faculdade UNINASSAU**.



Training for the Pedagogical Nucleus team on **Literacy**, in partnership with the **ETAPA PÚBLICO**



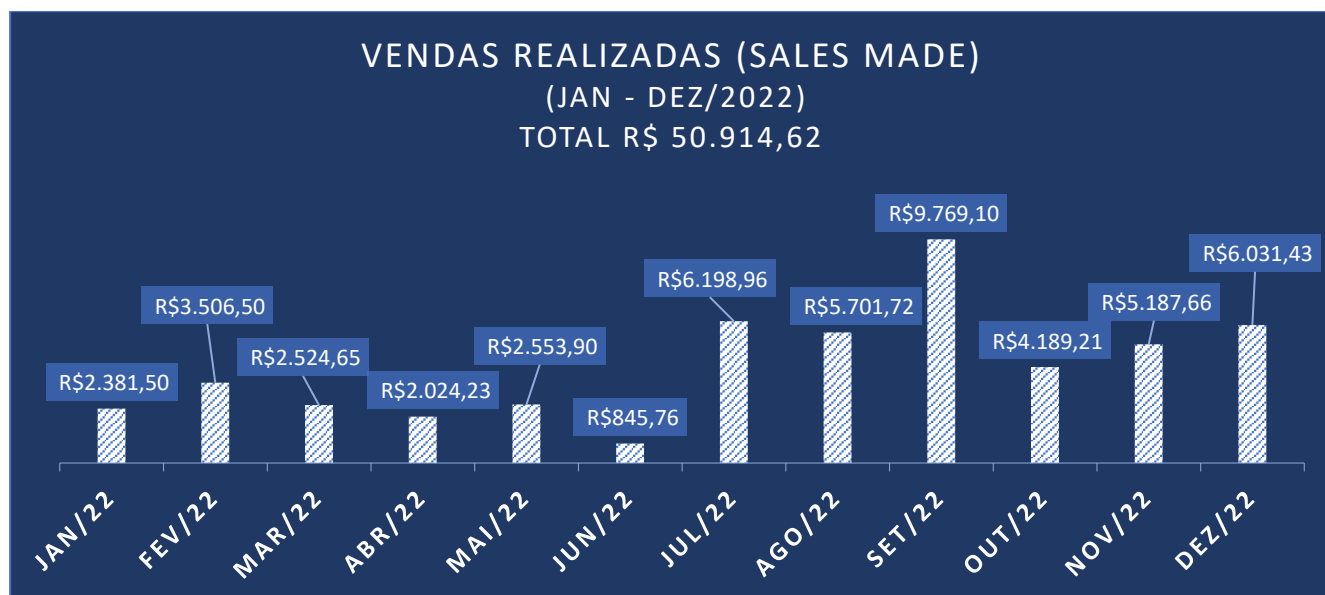
Action of the students of the courses: psychology, dentistry and nutrition at **Faculdade UNINASSAU**



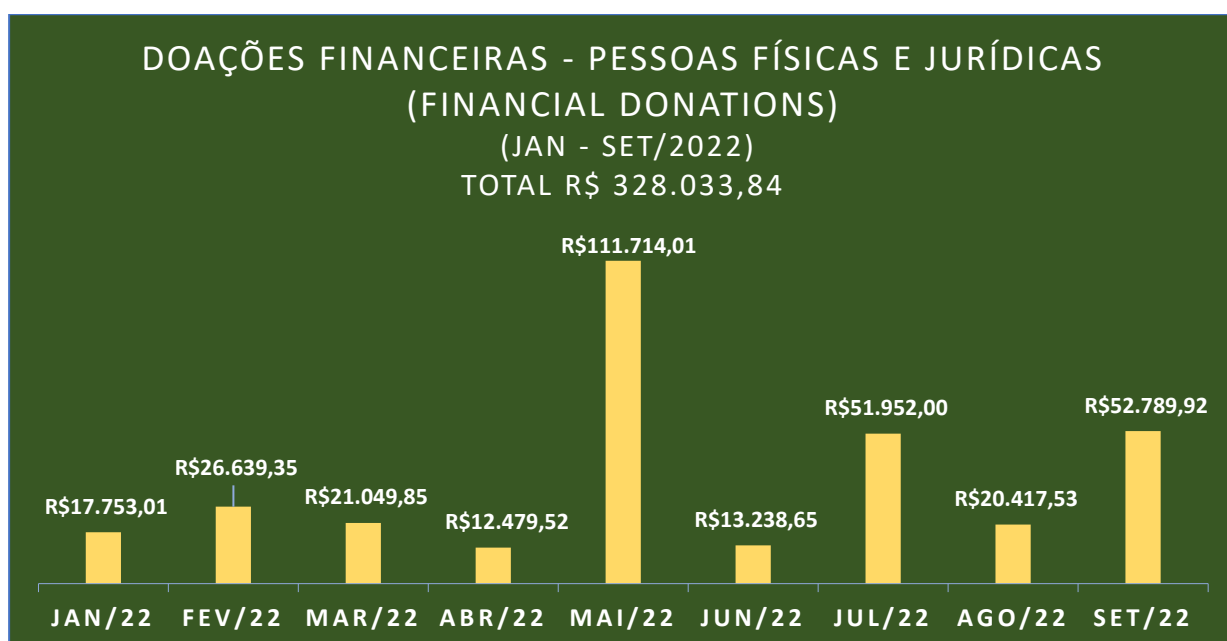
Donation of 500 loaves of bread to students' families



3. FUNDRAISING NUCLEUS (Coordinator: RAIMUNDA ARAÚJO)



Note: Solidarity bazaars are held monthly to cover day-to-day expenses. Footwear, clothing, furniture and household items donated to **Crescer** are sold.



Note: The graph includes donations made by Villa Social – Germany, in the months of **May, July and September**. **November and December/2022** and donation by Villa Social – Switzerland in October/2022.

Awarded Note Campaign

These are donations made **quarterly**, through electronic invoices, registered by the Fundraising team, on the website of the Secretary of Finance of the State of Bahia. This is a Bahia State Government campaign. From January to September, the amount of **R\$32,133.30** was donated to **Crescer**, the amount included in the chart above, in the months of March, May and September/2022.

Throughout the quarter, the Fundraising Center held bazaars to expand the source of cash collection, as many donors ended their financial contributions due to the country's economic crisis.

BAZAR AT ACADEMIA ANDRÉA MAESTRI



BAZAR AT FACULDADE UNIME



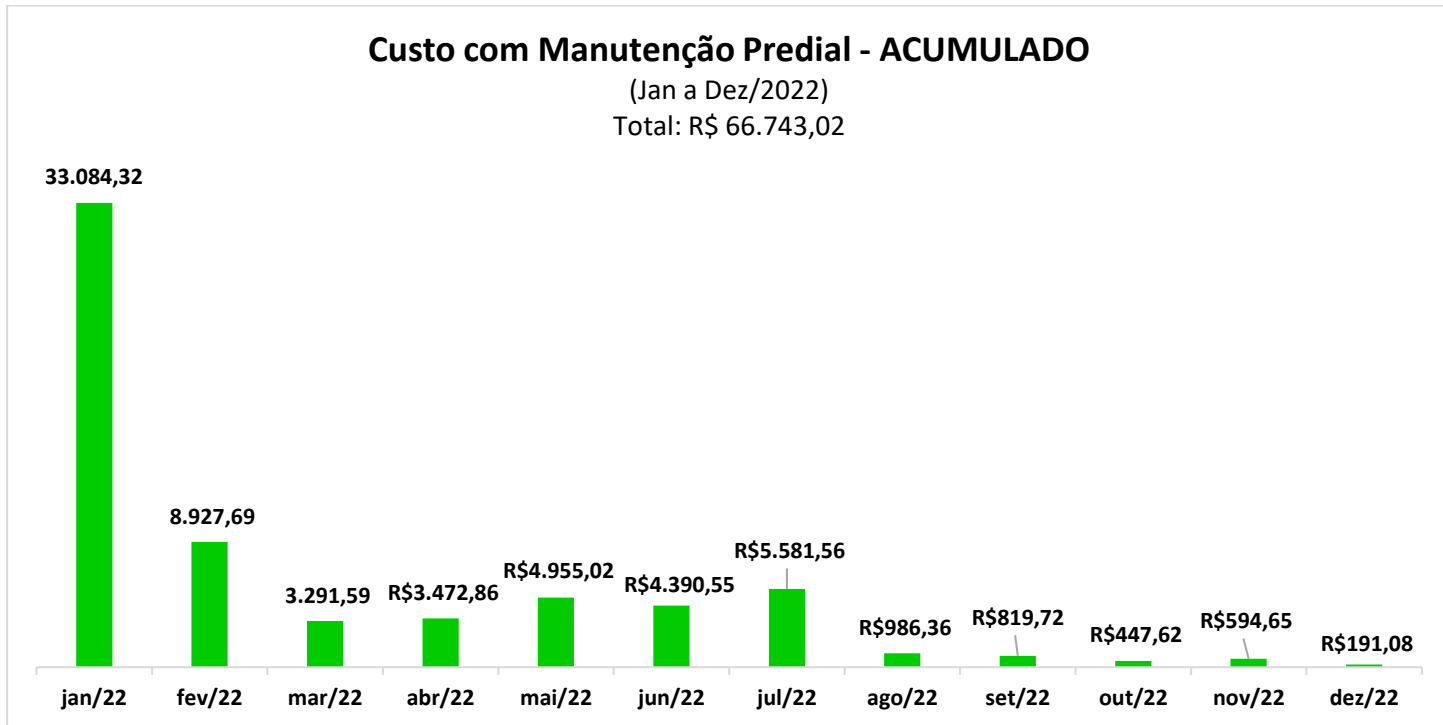
BAZAR AT CRESCER



4. ADMINISTRATIVE NUCLEUS (Coordenator: EDLÊNE ROMÃO)

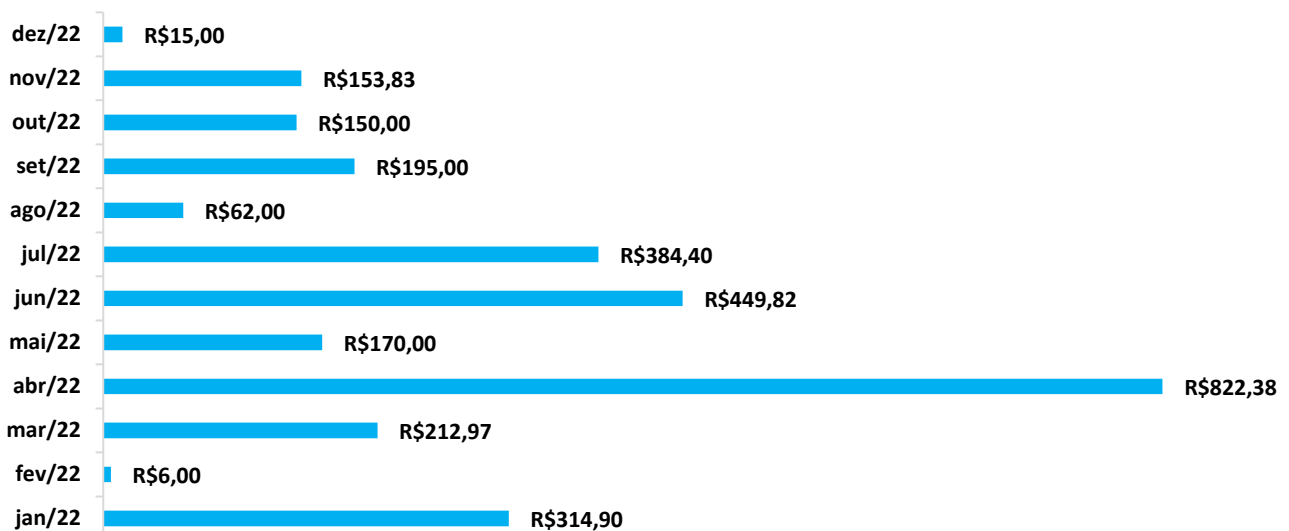
4.1 OVERVIEW OF THE COSTS OF THE ADMINISTRATIVE NUCLEUS

The chart below refers to costs with equipment, taxes, hygiene, and cleaning material, works and renovations.



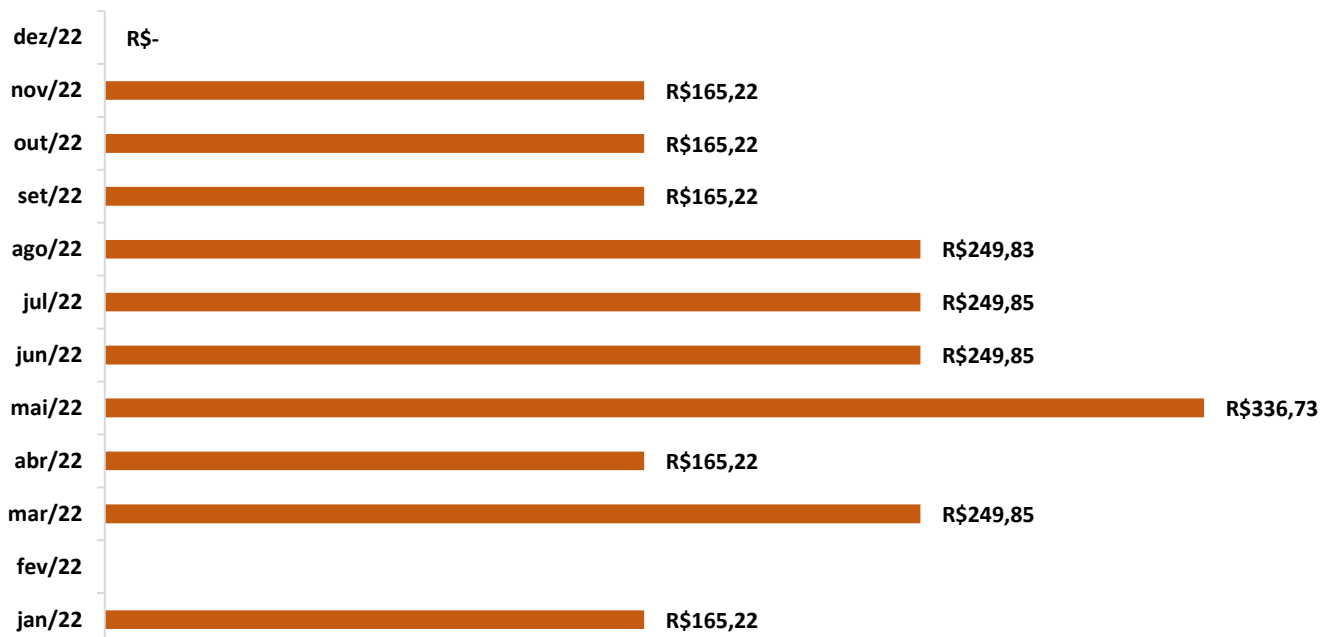
EQUIPAMENTOS

(Jan a Dez/2022)
Total: R\$ 2.936,30



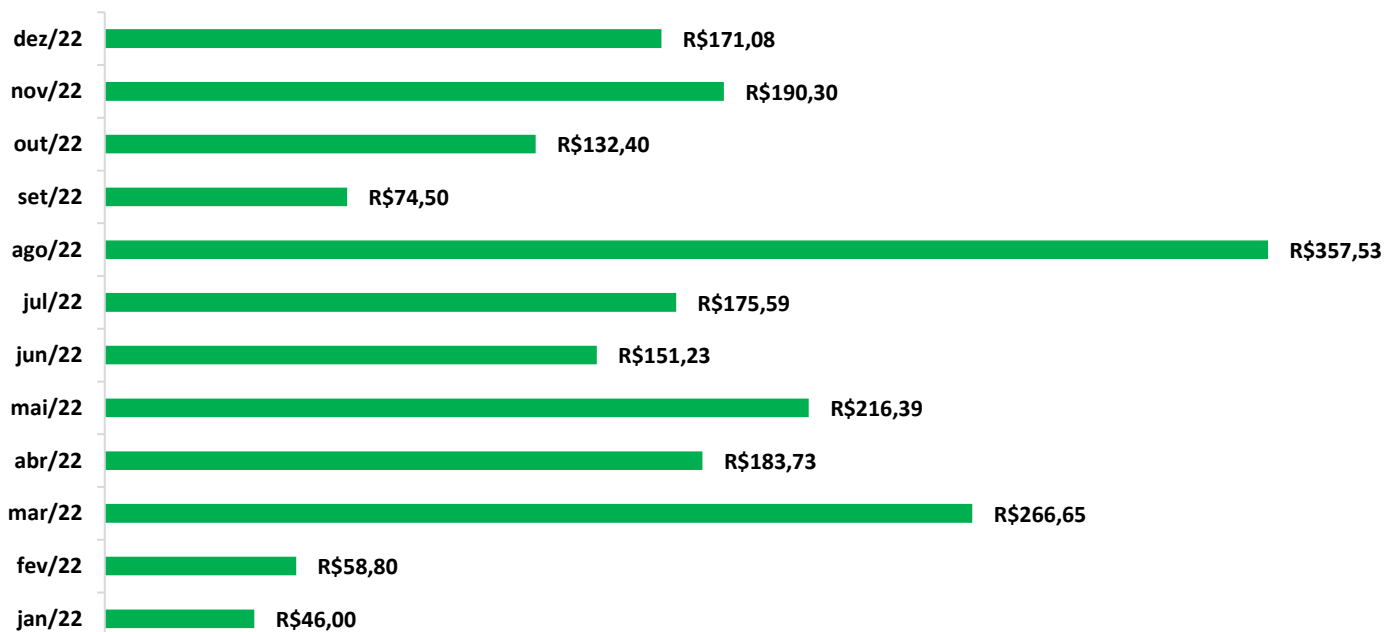
Impostos IPTU, TFF e outros

(Jan a Dez/2022)
Total: R\$ 2.162,21



Material de Higiene e Limpeza

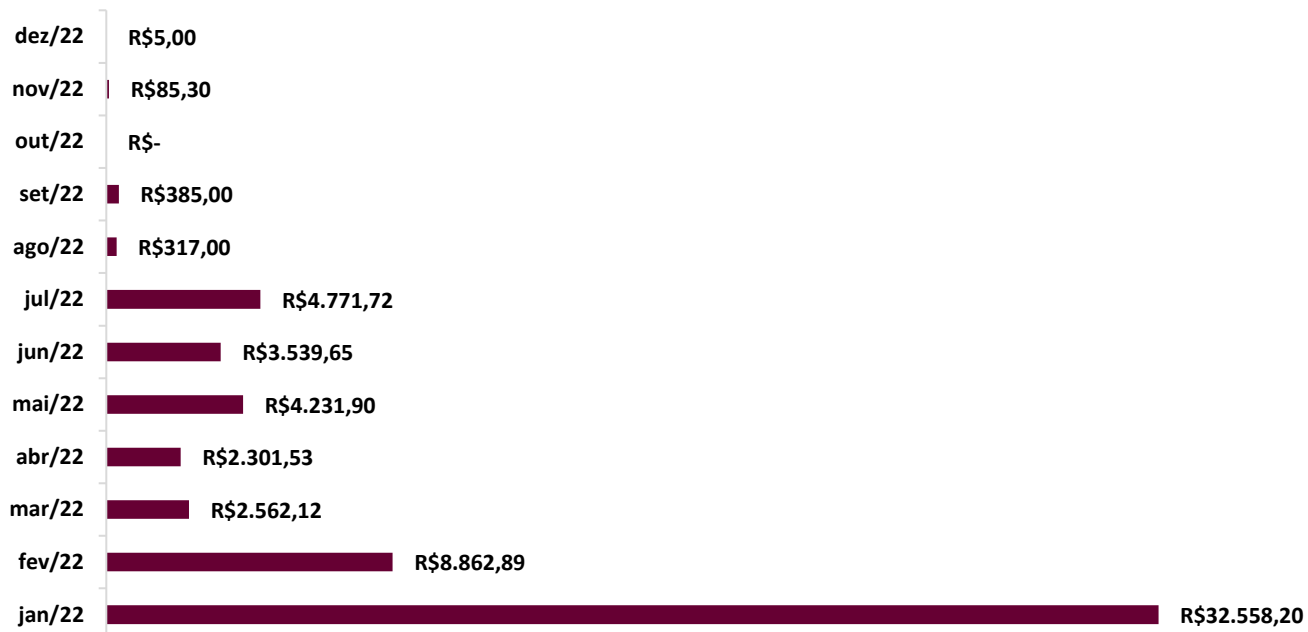
(Jan a Dez/2022)
Total: R\$ 2.024,20



Obras, Reformas e Manutenção Predial

(Jan a Dez/2022)

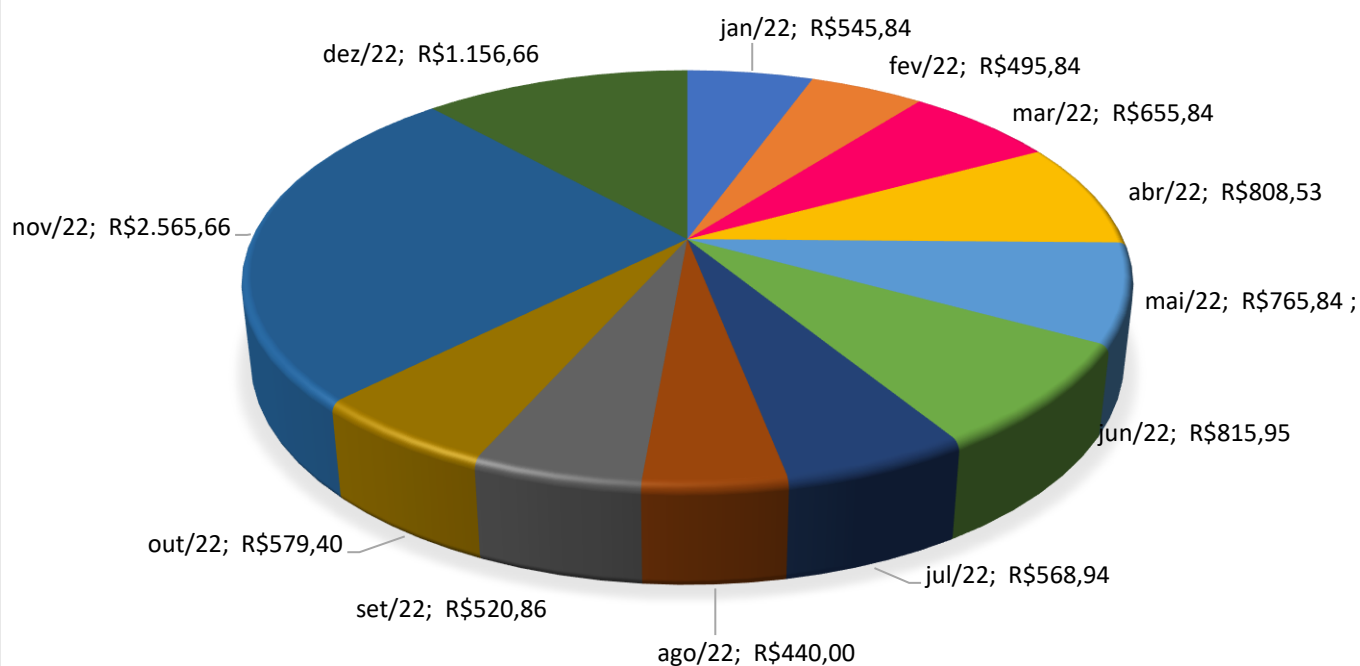
Total: R\$ 59.620,31



VEÍCULO (MANUTENÇÃO)

TOTAL R\$ 9.919,36

(JAN - DEZ/2022)



Note: In November there was a higher cost due to the renewal of insurance and tire changes.

4.2 DONATIONS RECEIPT CHECK

PRODUTO	Qtd	Tipo	Parceiro
Aveia em flocos	1	kg	Faculdade Uninassau
Queijo ralado	0,1	kg	Faculdade Uninassau e Academia Hammer
Achocolatado	1	kg	Academia Hammer
Açúcar cristal	200	kg	Faculdade Uninassau, Nova Acrópole, Mesa Brasil, Bahia Ferro, Faculdade Uninassau
Arroz Branco	233	kg	Academia Hammer, Eva, Jubiraci, Mesa Brasil, Faculdade Uninassau, Academia Hammer
Café torrado e moído	8	kg	Bahia Ferro
Canjica amarela	2	kg	Faculdade Uninassau
Creme de leite	2	kg	Academia Hammer
Extrato de tomate	12	kg	Academia Hammer e CEAPA
Farinha de Mandioca	2	kg	Academia Hammer e CEAPA
Farinha de Milho	45	kg	Nova Acrópole, Faculdade Uninassau, Bahia Ferro, CEAPA
Farinha de Trigo sem fermento	1	kg	Faculdade Uninassau
Feijão	116	kg	Nova Acrópole, Faculdade Uninassau, Bahia Ferro, CEAPA e Academia Hammer
Flocos Cuscuz (maratã)	164	kg	Nova Acrópole, Faculdade Uninassau, e Academia Hammer, CEAPA e Mesa Brasil
Leite em pó	7	kg	Nova Acrópole e Faculdade Uninassau
Macarrão	24	kg	Academia Hammer, Eva, Jubiraci, CEAPA, Faculdade Uninassau, Academia Hammer
Margarina Deline	9	kg	Carla e Charles (CEAPA)
Milho de pipoca	2	kg	Faculdade Uninassau e Academia Hammer
Milho verde	2	kg	Faculdade Uninassau
Molho de tomate	12	kg	CEAPA, Faculdade Uninassau e Academia Hammer
Sal	13	kg	Bahia Ferro
Soja	5	kg	Academia Hammer e CEAPA
Trigo para kibe	1	kg	Faculdade Uninassau
Ervilha	1	kg	Faculdade Uninassau
Óleo de soja	27	litros	Nova Acrópole, Faculdade Uninassau, Bahia Ferro, CEAPA e Academia Hammer
Vinagre	3	litros	Faculdade Uninassau e Academia Hammer
Biscoito Cream Cracker	6	kg	Bahia Ferro
Biscoito Maisena	0,2	kg	Faculdade Uninassau
Biscoito Maria	1,2	kg	Faculdade Uninassau
Café solúvel descafeinado	1	kg	Doadora Eva
Café solúvel Melita	1	kg	Faculdade Uninassau
Fubá de milho	3	kg	CEAPA
Massa para sopa	5	kg	Faculdade Uninassau
Mucilon	7	kg	Nova Acrópole
Alho em pasta	1	kg	Academia Hammer
Leite de coco	3	litros	Academia Hammer
Massa de bolo	1	kg	Academia Hammer
Miojo de frango	1	kg	Academia Hammer
Biscoitos caramelizados	20	Kg	Mesa Brasil
TOTAL	943,5	Kilos de alimentos	



943,5 kilos
de alimentos doados
ao Crescer no período
de outubro a
dezembro/2022

(943.5 kilos of food
donated to Crescer from october
to december/2022)



779 kilos
de proteína animal
doada ao Crescer no
período de outubro a
dezembro/2022

(779 kilos of animal protein
donated to Crescer from october
to december/2022)

ITEM	QUANTIDADE	PESO	PARCEIRO
Alcatra Maminha 5kg	5	kg	Disalli
Bacon	5	kg	Disalli
Calabresa 2,5kg	18	kg	Disalli
Carne de Charque	3	kg	Disalli
Carne de Hamburger	220	kg	Disalli
Coxa e Sobrecoxas de frango	40	Kg	Cleudo
Fígado	20	kg	Disalli
Frango empanado com queijo	1	kg	Disalli
Galinha inteira dura	54	kg	Disalli
Kibe	6	kg	Disalli
Linguiça de frango	5	kg	Disalli
Linguiça defumada	9	kg	Disalli e CEAPA
Linguiça Suína	30	kg	Disalli e CEAPA
Lombo Suíno	40	kg	Disalli
Nuggets	10	kg	Disalli
Peito de frango	27	kg	Disalli
Peixe Cavalinha	206	kg	Disalli
Presunto	13	kg	Disalli
Rim	4	kg	Disalli
Salsicha	3	kg	Disalli
Sardinha	60	kg	Disalli
Total	779	Kilos de Proteína Animal	



1.059 kilos

de frutas, legumes e verduras doados ao Crescer no período de outubro a dezembro/2022

(1,059 kilos of fruits, vegetables and greens donated to Crescer from october to december/2022)

FRUTAS, LEGUMES E VERDURAS			
ITEM	QUANTIDADE	PESO	PARCEIRO
Acelga	17	kg	Ceasa
Aipim	9	kg	Ceasa
Alface	4	kg	Ceasa
Banana	155	kg	Ceasa e Bell Frutas
Batata	80	kg	Ceasa
Batata Doce	7	kg	Ceasa
Berinjela	42	kg	Ceasa
Beterraba	22	kg	Ceasa
Cajú	9	kg	Ceasa
Cenoura	130	kg	Ceasa
Chuchu	90	kg	Ceasa
Côco verde	30	kg	Ceasa
Coentro	2	kg	Ceasa
Jiló	5	kg	Ceasa
Laranja	9	kg	Ceasa
Maça	40	kg	Ceasa
Mamão	9	kg	Ceasa
Manga	33	kg	Ceasa e Bel Frutas
Manjeriço	2	kg	Ceasa
Maxixe	5	kg	Ceasa
Melancia	26	kg	Ceasa
Melão	50	kg	Ceasa
Pepino	103	kg	Ceasa
Pêra	20	kg	Ceasa
Pimentão	65	kg	Ceasa
Repolho	34	kg	Ceasa
Tangerina	10	kg	Ceasa
Tomate	41	kg	Ceasa
Vagem	10	kg	Ceasa
Total	1059	Kilos de frutas, legumes e verduras	



334 litros

de sucos, iogurtes, chás e refrigerantes doados ao Crescer no período de outubro a dezembro/2022

(334 liters of juices, yogurts, teas and soda donated to Crescer from october to december/2022)

Sucos, Iogurtes, Chás e Refrigerantes			
Chá mate	12	litros	Disalli
Sucos de laranja	14	litros	Rio Bel
Refrigerante em lata	150	litros	Rio Bel
Iogurte	63	litros	Mesa Brasil
Suco de uva	90	litros	Faculdade Uninassau e Academia Hammer
Suco de goiaba	5	litros	Faculdade Uninassau
Total	334	litros de Sucos, Iogurtes e Refrigerantes	

5. COMMUNICATION DEPARTMENT (Communication Assistant: DANILO ANDRADE)

During 2022, **Crescer** was enrolled in six public notices, listed below:

PUBLIC NOTICES 2022

PROJECT NAME	PUBLIC NOTICE	SOURCE	SEND DATE	AMOUNT	RESULT	NOTES
Stronger Women Personal Development Group Project	Mobilization in Defense of Civic Spaces and Democracy	Fundo Brasil	03.02.22	R\$ 51.315,00	Not selected	
CRESCER's Adolê Afro Cultural Project	Girls Who Go Further -British Council	British Council	08.02.22	R\$ 59.918,00	Not selected	
Salvador Arena Project	PAPS – Processo Seletivo de Apoio a Projetos Sociais	Fundação Salvador Arena	10.27.22	R\$ 252.917,89	Not selected	Result released 01.03.23. Crescer was a semifinalist among the 32 best projects, out of a total of 257 institutions.
Strengthening Through Learning Project	CECA	Income tax deduction resources already raised since 2018.	09.01.22	R\$ 48.936,73	Still under review since 2018.	The project was completely rewritten in August/22 to adapt to the CECA rules, but we still haven't got the answer.
Strengthen to Grow Project	Criança Esperança - Unesco	Unesco resources	11.11.22	R\$ 200.000,00	Under analysis	The result will be in July 2023.
Strengthen to Grow Project	Strongest NGO Award	Own resources	12.23.22	R\$ 25.000,00	Not selected	Outside the coverage área. Only projects from Salvador were contemplated.

In addition to the notices, contacts were also made with companies that have the financial potential to support **Crescer** actions:

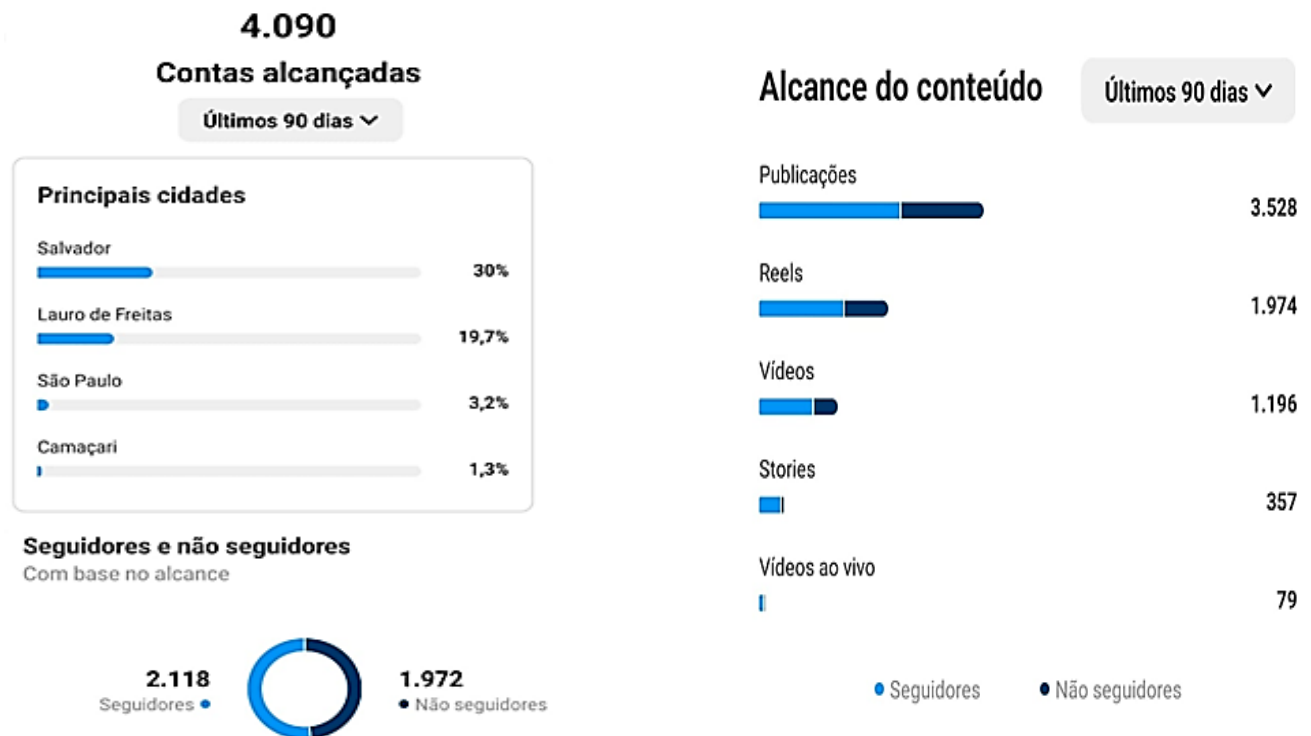
DIRECT CONTACT WITH COMPANIES HEADQUARTERS IN BAHIA

PROJECT NAME	PUBLIC NOTICE	SOURCE	SEND DATE	AMOUNT	RESULT	NOTES
Strengthening to Grow Project (Atakarejo Supermarket visits to learn about the projects carried out by the Institution and defines what it will support).	Atakarejo Supermarket	Own resources	07.02.22	Undefined	Under analysis	Waiting of the visit of the person in charge of the sector of responsibility Atakarejo Supermarket social .
Proposal with three priority actions: Uniform, computer lab and restructuring and improvement of environments.	Sarandi Alimentos	Own resources	03.14.22	Uniform R\$ 45.000,00 Computer Lab R\$ 114.000,00 Restructuring and improvement of environments R\$ 260.000,00	Not selected	Company informs that at the moment it cannot support, but asks that contact be returned in 2023.
Crescer Orchestra Project	CCR Metrô	Own resources	02.23.22	R\$ 372.383,00	Not selected	No primeiro momento informaram que apoiavam com recursos diretos, depois de cadastrado na plataforma informaram que só apoiarão projetos por meio da lei de incentivo fiscal.
An institutional presentation of Crescer was held so that they could assess the possibility of support.	Acelen	Own resources	07.14.22	Undefined	Not selected	At first, they informed that they supported with direct resources, after being registered on the platform, they informed that they will only support projects through the fiscal incentive law.

SOCIAL MIDIA - INSTAGRAM

In June there were **7,998 followers** and in December there were **9,246 followers**, an increase of **13%** in the period.

In the quarter, publications reached **4,090 Instagram accounts**, the majority in Salvador and Lauro de Freitas, with a fairly balanced number between followers and non-followers.



SUMMARY OF ACTIVITIES ON THE INSTAGRAM PROFILE

Atividade do perfil	994
Visitas ao perfil	955 -18%
Toques no site	29 -37%
Toques no botão Enviar email	1
Toques no endereço comercial	6 -40%
Toques no botão Ligar	3

PUBLICATIONS WITH BETTER REACH PERFORMANCE

REELS WITH BIGGER REACH



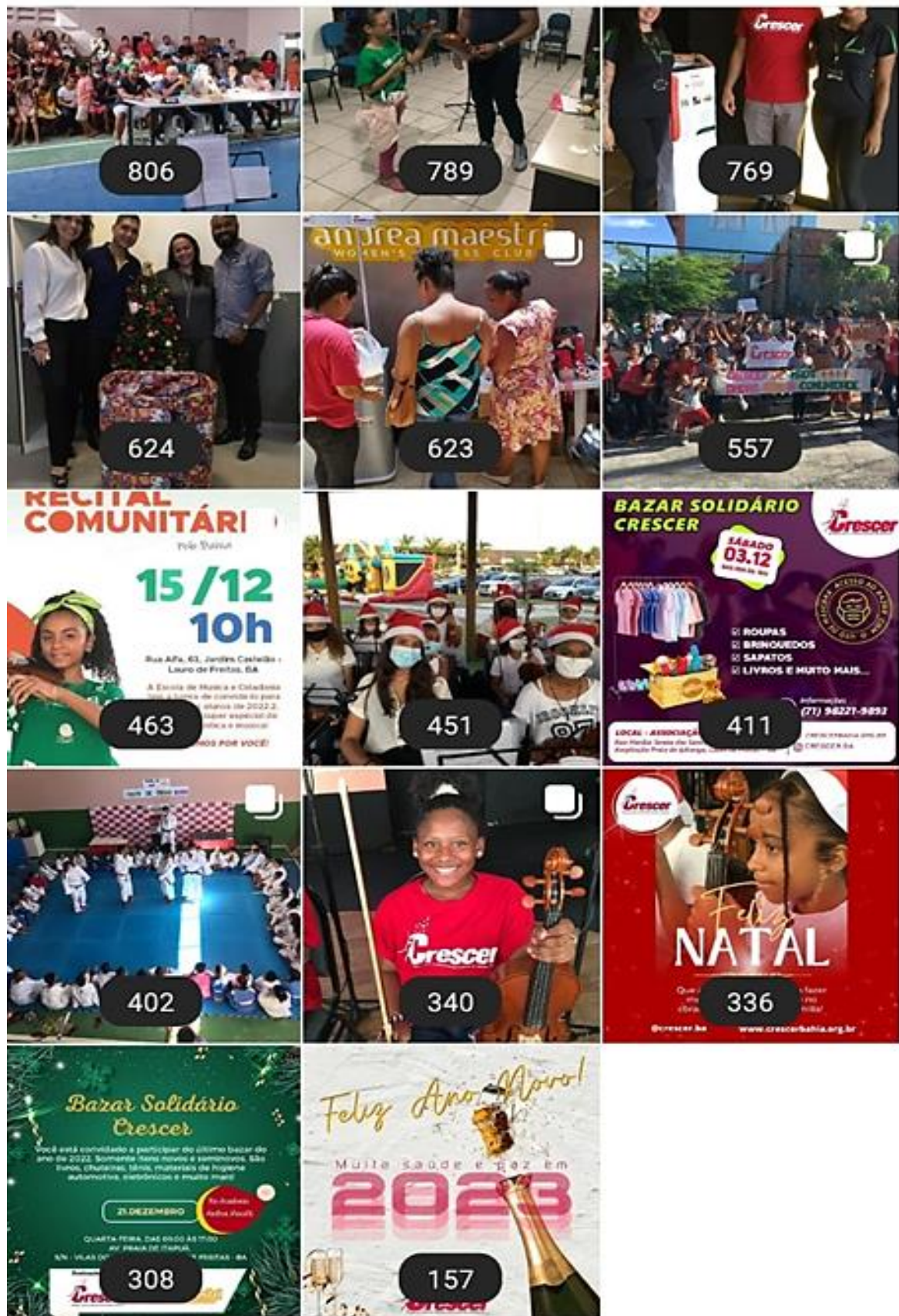
MOST RELEVANT STORIES



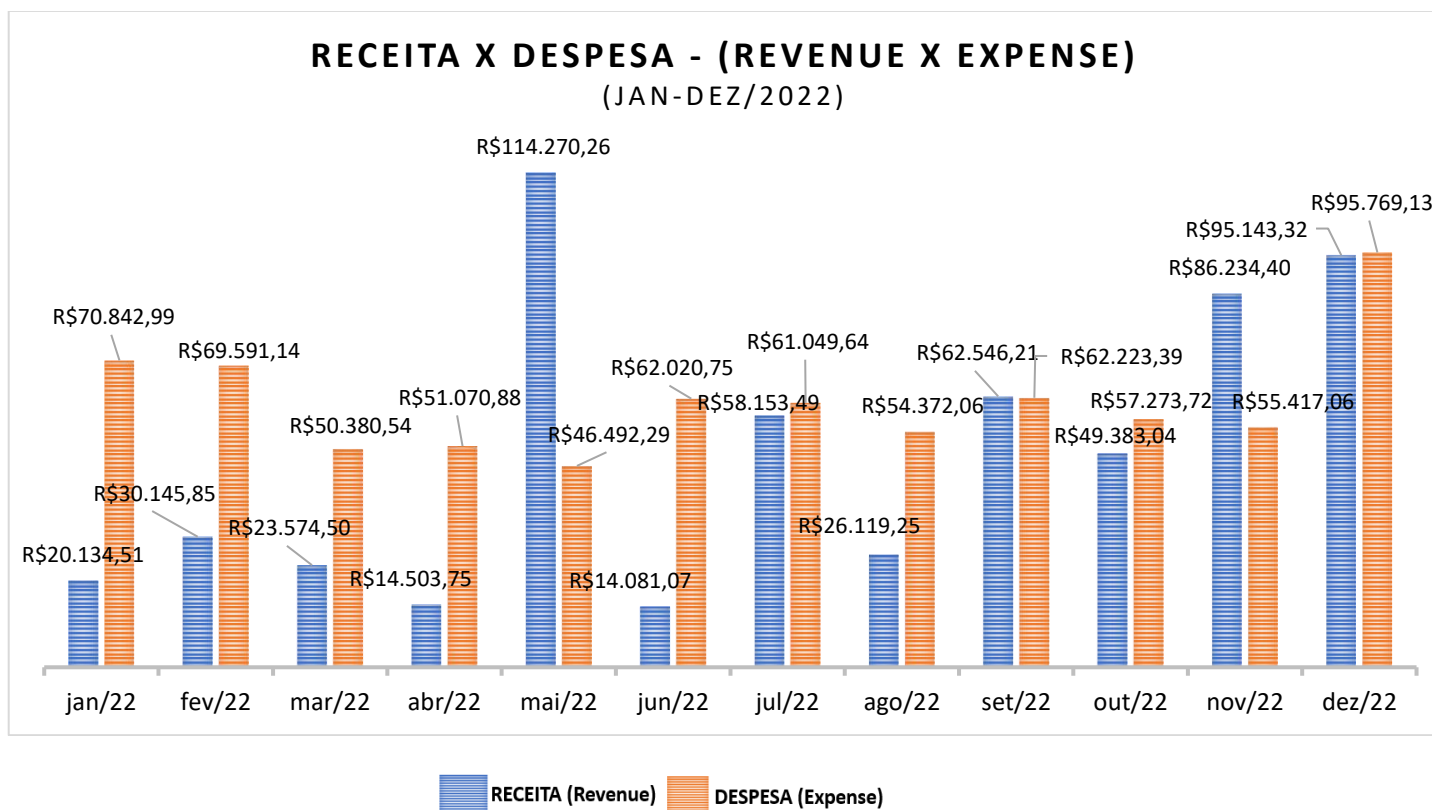
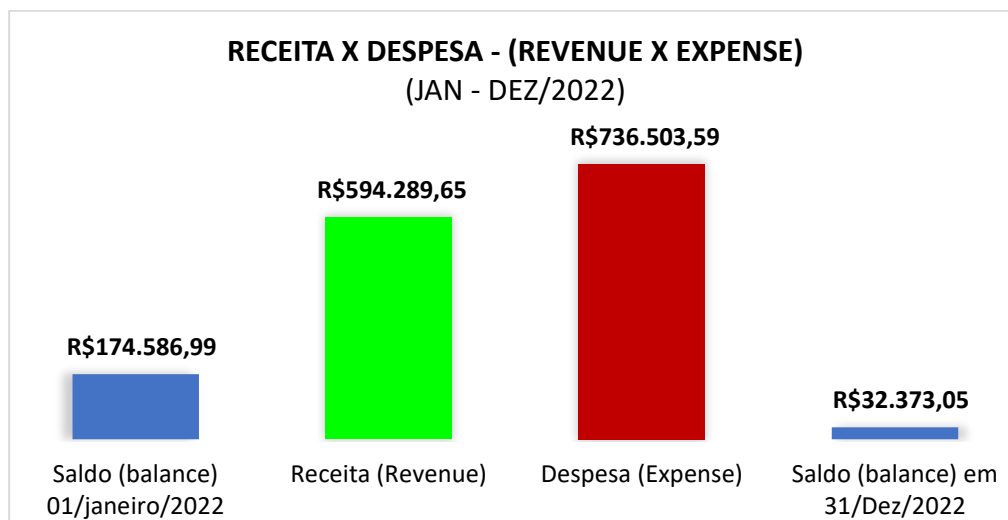
VÍDEOS WITH BIGGER REACH



FOTOS WITJ BIGGER REACH



6. FINANCIAL DEPARTMENT
(Financial Assistant: JOELTON FREITAS)



Explanations of revenue:

In **May**, there was an increase in revenue due to the donation of Villa Social (Germany), in the amount of R\$84,698.81, donation of the Nota Premiada Bahia in the amount of R\$10,849.38 and spontaneous donations in the amount of R\$9,555.72.

In **July** and **September**, donations made by Villa Social (Germany) in the amount of R\$62,314.50 were received, as well as the donation of the Nota Premiada Bahia in the amount of R\$10,837.92.

Outubro – Villa Social – Switzerland donated the amount of R\$ 29,860.07.

In **November** and **December**, donations were received from Villa Social (Germany) in the amount of R\$ 63,665.38 and R\$ 65,237.68 respectively.

Explanations of expenses:

January => R\$ 32,558.20 were invested to finalize the renovation of the ground floor.

February => employees who were paid by Bradesco, due to problems with the banking system, ended up not receiving the payment in January, consequently they received **the salary for the two months (January and February)** accrued in February, generating a higher than expected cost for that month.

June => the problems with Bradesco persisted, the bank account was then closed, leaving only Banco do Brasil. For this reason, some employees were not paid in May and the payment took place **in June for the two accumulated months (May and June)**, generating a cost above the forecast for that month.

July, August and September => increased costs with food and hiring legal advice.

November and December => employees' 13th salary is paid.

7. FINAL CONSIDERATIONS

A **solid and well-planned** teaching base is fundamental in the student's education, as it brings the possibility of seeing, reading and writing the world in a broad way.

Crescer provides a pedagogical practice focused on the interpretation of life, awakening interest, expanding knowledge and preparing children for a critical analysis of the world.

Here's to new opportunities, new learning, and new students in 2023!

