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| **QUARTERLY REPORT OF ACTIVITIES DEVELOPED** |
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| **REFERENCE PERIOD: JULY TO AUGUST/2021** |
|  |  |  |  |  |  |  |  |  |  |  |
| **1 - IDENTIFICATION:** |  |  |  |  |
| **Organization**: Association for the Protection of Children and Adolescents | **CNPJ:** 65.698.052/0001-29 |
| **Adress**: Martim Afonso de Souza Street  | **number:** 72 |
| **District:**  Parque Imperial | **ZIP CODE:** 06462-130 |
| **Telephone:** 11 4195-9060  | **Cellphone**.: 11 94048-8818 |
| **e-mail:** elaine.pavechi@cepacbarueri.org.br; lucas.ribeiro@cepacbarueri.org.br; marcio.cavalcante@cepacbarueri.org.br ; valeria.dias@cepacbarueri.org.br | **Site:**  www.cepacbarueri.org.br |
| **President**: Carlos Meismith |
|  |  |  |  |  |  |  |  |  |  |  |
| **2 - SERVICE:** Program #ImProtagonist |  |  |
| **2.1. - Target Audience** | **Age group:** |  |  |  |  |  |  |  |  |  |
| **a)** (X)Child/tennager | 15 to 17 years old |  |  |  |  |  |  |  |  |  |
| **b)** ( ) Elderly |  |  |  |  |  |  |  |  |  |  |
| **c)** ( ) disabled person |  |  |  |  |  |  |  |  |  |  |
| **d)** ( ) Homeless person |  |  |  |  |  |  |  |  |  |  |
| **e)** ( ) Family |  |  |  |  |  |  |  |  |  |  |
| **2.2 - Os usuários e / ou suas famílias estão referenciadas no CRAS:** |  **a)** (x) Yes |  **b)** ( ) No |
| **2.3 - Numbers of families that are referenced:** | ( x ) CRAS: 3**8**  | ( x ) CREAS: 1 |
|  |  |  |  |  |  |  |  |  |  |  |
| **3 – PERIOD GOALS:** |  |  |  |  |  |  |  |  |  |  |
| **GOAL / ATTENDEDS** | **JULY** | **AUGUST** | **SEPTEMBER** | **OCTOBER** | **TOTAL IN QUADRIMESTRE (according to the list of attended)** |  |  |  |
| **a) Scheduled** | 60 | 66 |  |  | **66** |   |  |  |
| **b) Executed** | 66 | 62 |  |  | **62** |  |  |  |
| **3.1 - Justify when there is a change in the target / met: There were 4 dropouts due to change of residence and insertion in the informal labor market.** |
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|  |  |  |  |  |  |  |  |  |  |  |
| **3.2 - Served in the period:** |  |  |  |  |  |  |  |  |  |  |
| **ATTENDEDS** | **JULY** | **AUGUST** | **SEPTEMBER** | **OCTOBER** | **NUMBER OF ATTENDED BY THE TEAM** |
| **a) Social Service** | **Individual** | **Family** | **Individual** | **Family** | **Individual** | **Family** | **Individual** | **Family** | **Individual** | **Famíly** |
| 1. Service | 62 | 0 | 6 | 46 |  |  |  |  | **XX** | **XX** |
| 2. Forwarding | 10 | 0 | 2 | 0 |  |  |  |  |
| 3. Home visit | 3 | 8 |  |  |
| **b) Psychology** | **Individual** | **Family** | **Individual** | **Family** | **Individual** | **Family** | **Individual** | **Family** |  |  |
| 1. Service | 0 | 1 | 2 | 0 |  |  |  |  |
| 2. Forwarding | 0 | 0 | 0 | 0 |  |  |  |  |
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|  |  |  |  |  |  |  |  |  |  |  |
| **3.3 Served in the period** |  |  |  |  |  |  |  |  |  |  |
| **ATTENDEDS** | **JULY** | **AUGUST** | **SEPTEMBER** | **OCTOBER** |  |
| **a) Socio-educational Actions** | **How much.****meetings** | **How much.****attended** | **How much.****meetings** | **Qnt.****Atendidos** | **How much.****meetings** | **Qnt.****Atendidos** | **How much.****meetings** | **Qnt.****Atendidos** |  |  |
| 1. Users Group | **0** | **0** | **0** | **0** |  |  |  |  |  |  |
| 2. Families Groups | **1** | **39** | **1** | **26** |  |  |  |  |
| **b) Workshops/Activities:** | **How much.****meetings** | **How much.****Attended** | **How much.****meetings** | **How much.****Attended** | **How much.****meetings** | **How much.****Attended** | **How much.****meetings** | **How much.****attended** |  |  |
| 1. Intervention project I (Territory)
 | **3** | **57** | **5** | **52** |  |  |  |  |   |   |
| 1. Self-knowledge
 | **3** | **57** | **5** | **52** |  |  |  |  |  |  |
| 1. Labor market
 | **3** | **54** | **4** | **55** |  |  |  |  |  |  |
| 1. Technology
 | **0** | **0** | **4** | **50** |  |  |  |  |  |  |
| **TOTAL SERVICES** | **10** | **57** | **19** | **55** |  |  |  |  |   |   |
| **c) Additional activities** | **Number of activities** | **How much.****attended** | **Number of activities** | **How much.****Attended** | **Number of activities** | **How much.****Attended** | **Number of activities** | **How much.****attended** |  |  |
| Intervention project II (Design Thinking) | **0** | **0** | **4** | **9** |  |  |  |  |  |  |
| Computer Training (Capgemini) | **0** | **0** | **20** | **12** |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |   |
|  |  |  |  |  |  |  |  |  |   |   |
| **4-ACTIONS OF LIVELIHOOD AND STRENGTHENING FAMILY AND COMMUNITY LINKS:** (describe events in the community, community participation in the entity, experiences to strengthen family and community ties, social participation, group coexistence, socio-educational groups, beneficiary forums , their families and community) |
| **4.1 – Families Groups** Two meetings were held with the users' families, the first with the objective of introducing the Organization, the technicians responsible for the program, and welcoming the family and encouraging them to work together. The second meeting had the purpose of working on the theme “Recognition of abusive relationships”, mainly learning about some terms, the possibility of providing a collective reflection on the subject and on the characterization of what is abusive within a relationship. |
| **4.2 - Groups with beneficiaries:** Not carried out.- |
| **4.3 - Workshops/activities:** (summary of the work carried out).**Workshop: Intervention Project I - Territory / Educator: Ian**During the meetings, some activities were carried out, such as: presentation of Cepac; the territory workshop, performing the location in the territory on the map of the Imperial Park (neighborhood in the city of Barueri) with users; expand the critical view of the city and its potential; and finally, introduce the concept of collective participation to users.**Workshop: Self-knowledge - Psychosocial Group (Dynamics) / Educator: Juracy****I**n a practical and playful way, the purpose of the meetings is to provide knowledge regarding the term "self-knowledge", mainly in the form of psychosocial groups.The main objective of this workshop is for each user to understand the construction of their life trajectory; how social markers influence choices in different areas of your life; knowing the construction of your trajectory even before you were born. And from that, realize that life stories are unique, and that there is a timeline referring to their history.**Workshop: Employability - Labor Market / Educator (a): Cintia**The purpose of these meetings, in a dynamic and interactive way, was the explanation of the steps related to insertion in the labor market; the interactivity among colleagues; exchange of knowledge; provide different perceptions regarding professional performance, and work on public speaking, argumentation and disinhibition through interview dynamics and simulations.**Workshop: Technology / Educator: Kaique**The purpose of these meetings was to encourage young people to think in a practical, creative way and develop their ability to solve problems through the use of technology. And for that, the explanation of the basic concepts of information technology and its tools in general began.**Workshop: Intervention Project II (Design Thinking) / Educator: Júlio / Volunteer: Denise**According to the proposal prepared by the volunteer, the 9 young participants of the "Protagonist Committee" participate in meetings every fortnight on Fridays, which aim to develop knowledge and practice in Design Thinking tools, working on topics such as: perception of territory; empathy; observation between relationships and environment. |
| **4.4 - Complementary activities:** (events, tours, training of professionals...).* Computer training - Company: Capgemini

Users of the #EuSouProtagonista Program participated in a 20-day training with volunteers from the Capgemini company, on basic Microsoft tools (Windows, Word, Excel, PowerPoint), with the aim of having closer contact with technology and contributing to the informational universe of users. We had 22 users signed up to participate in training every day of the week for one hour.* Knowledge in "Design Thinking" – Volunteer: Denise

In this workshop, the meetings are held biweekly on Fridays, online through the Zoom application with the volunteer Denise (specialist in Design Thinking) and monitored by the educator Júlio. The purpose of the workshop is to develop knowledge and practice in Design Thinking tools. |
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|  | **4.5 - Actions carried out with the community, beneficiaries and their families:** (list the demands, intervention, articulation with the network and resolution). |  |
|  | **Technical Team** | **Demand** | **Intervention** | **Nature of the Interface** (e.g. telephone contacts, case discussion, institutional visit) | **Resolvability** (e.g. assistance, in follow-up, waiting for feedback) | **TOTAL SERVICES** |
|  | **a) Social services**  |  |  |  |   |   |
|  |  | Social Interviews with young people and guardians | nsertion of the teenager in the Program | In person at Cepac | Service completed for this demand | 67 |
|  |  | Socioeconomic survey with the Families of the Program users. | Questionnaire generated via Forms | Via whatsapp group | Via whatsapp group | 67 |
|  |  | Families in need of guidance on care to perform the NIS - CAD Único) | Survey of demands in a meeting with CRAS, in which the coordinator made an employee available to come to Cepac.. | In person with the CRAS employee | In follow-up with CRAS | 38 |
|  | **1. Services** | Families in need of guidance on care to perform the NIS - CAD Único | Users were scheduled, via Whatsapp, for face-to-face service with a CRAS representative | Users were scheduled, via Whatsapp, for face-to-face service with a CRAS representative | It will be necessary to continue the registration of demand from other families. | 8 |
|  |  | Checking with the family about the pregnant teenager's absences. | Welcoming, listening and agreeing that the adolescent would return for care at the organization after the birth of her baby was made, as she was not feeling well. | Via telephone contact | Service completed for this demand | 01 |
|  |  | Service via whatsapp of the user who sought the Social Service with gender issues | We received and scheduled face-to-face care with the Program's user and Psychologist | Via whatsapp | Scheduling face-to-face service with the #EuSouProtagonista Program Technical Team | 01 |
|  |  | Users contacted the Social Service with questions about the hours of their workshops | They were welcomed and guided. | In person at Cepac | Users participated in the groups according to the list. | 03 |
|  |  | User of the Program with gender issues | Service provided by the Social Worker and Psychologist, qualified listening was carried out with the teenager, who introduced herself as a “trans boy” and who would be comfortable with us using the masculine pronouns. | In person at Cepac |  We agreed with him that we would treat him as we made him more pleasant and that we would take the information to the Organization's Social Educators, so that they would not generate unpleasant situations. | 01 |
|  |  | Contact with family members who needed to justify the protagonists' absence from activities | Qualified listening was carried out with family members to understand absences | Via telephone contact | The justification was generated for follow-up. | 05 |
|  |  | Reception and qualified listening with users who experience family conflict | Due to the availability of vacancies, it was suggested if there is interest in going through initial orientations with volunteer psychologists. | Referral to psychology volunteer work at the institution.. | He did not accept to participate in the meetings..  | 01 |
|  |  | Articulation with school to mediate the transfer process of adolescents. | Articulation with school to mediate the transfer process of adolescents. | Receipt of Historics via email. Printed and delivered for registration on the network. | Service completed for this demand | 02 |
|  |  | Program users underwent screening and verification of dental care. | The demands were accepted.. | In person at Cepac's office  | Users were assisted and will receive, according to priorities, free dental treatment. | 62 |
|  |  | The user's mother sought out Social Services to make copies of documentation for school registration use. | Copies made. | In person at Cepac | Service completed for this demand | 01 |
|  |  | Users without a photograph to fill in the registration form for the Program and to generate documentation for the Barueri Won Time. | The Social Assistant got in touch, via whatsapp of each teenager, to schedule the photos with the responsible for Media at Cepac. | In person at Cepac | 3 3x4 photos were printed for each Protagonist. | 06 |
|  |  | Donations to Families of teenagers participating in the Program. Donations offered: food baskets, hygiene kit, bread and milk carton. | The Social Worker got in touch, via whatsapp, individually and/or with the Family Group, as required. | Via Whatsapp | Users withdrew donations in person at Cepac, signing a withdrawal protocol. | 413 |
|  |  | Articulation with CREAS regarding the user with family conflict issues and legal custody. | The Social Worker and CREAS representative has been following the adolescent's situation, as he is in the custody of his maternal grandmother, but lives with his paternal grandmother. In addition to other family and emotional conflicts. | All articulations took place via telephone contact and Whatsapp/. | Service with the user was scheduled and carried out | 01 |
|  |  | User sought out a Social Worker with severe foot allergies and no medical treatment in the health network. | The articulation with the UBS manager was necessary. This action was carried out by the A.S. of another program, as the reference of #EuSouProtagonista was on sick leave. | Links with UBS | Scheduling the General Physician appointment for the user. The program's reference Social Worker is following the evolution of the allergy. | 01 |
|  |  | It aimed to understand aspects of daily life and family relationships in order to outline intervention strategies. | Qualified listening was carried out with family members. |  | Service completed for this demand | 03 |
|  |  | Verification of consecutive absences without user justification. | Qualified listening was carried out with family members and schedules for adolescents in the program were reorganized. |  | Service completed for this demand | 05 |
|  | **2.** **Home visit** | Home visit in family contexts, as subjects of needs, their particular demands, singularities. | Qualified listening was carried out with family members and with the presence of the Protagonist, in which they remained silent and without taking a stand. The Social Worker suggested the referral to be assisted and receive initial guidance from volunteer psychologists.. |  | Directed to the Program Psychologist for screening and referral with volunteer psychologists | 02 |
|  |  | The protagonist sought out the Social Worker asking for a basic food basket and narrating her mother's unemployment | Verification of vulnerabilities, based on qualified listening, the social worker will take action so that the user has access to other services |  | Family forwarded to CRAS to carry out the single registration. | 01 |
|  | **b) Psychology** |  |  |  |   |   |
|  | 1. Services  | Difficulty in family relationships, communication and anxiety | Psychological care at the institution itself (Cepac) | Case discussions in the weekly program meetings and telephone contact between the user and the technical team | 3 cases under follow-up with the user and their guardians | 3 |
|  |  |  |
|  | 2. Home visit  |  |  |  |  |  |
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|  | **5 - RESULTS ACHIEVED:** |  |  |  |  |  |  |  |  |  |
|  | **Specific Objectives** | **Activities**  | **Methodology** | **Results** (Qualitatives achieved) | **Results** **(**Quantitative achieved) | **Verification methods (**Questionnaires/researches) |
|  | Develop a critical sense and personal and social protagonism; | - Selection (social interview).- Educational pathways, Program axes: self-knowledge, territory and work. | - - In groups of up to 10 teenagers, with active and experiential methodologies, the educators will teach each axis. | - Achieve at least 75% attendance on the courses.- Perform 60 hours of activities per axis.- Number of social projects implemented in the neighborhood by teenagers in the territory axis. | - Creation of individual life project.- Develop a sense of community participation in adolescents in the territory axis. | Educators; social worker, technical coordinator and volunteers. |
|  | Provide access to sport, leisure and cultural activities, in a context of broadening perspective; | - Immersion in nature (non-competitive sports practice).- Outdoor activities for teenagers | There will be 3 days of immersion in nature, where leadership skills, empathy will be worked on and will provide integration between the participants.- In a planned and constructed way with the teenagers, two outings to cultural and leisure spaces will be offered | - Reach at least 75% of the expected audience.- Provide 72 hours of immersion with specialized support (Outword Bound).- Reach at least 75% of the expected audience. |  - Provide opportunities for new experiences.- Provide new experiences. | Educators, social worker and technical coordination. |
|  | Provide experiences that promote the reflection of the adolescents' families on their protective function. | - Selection of teenagers (social interview); - Initial meeting with family members; - Actions with families. - Groups with families. - Outdoor activity with the family. | The actions will be carried out with the families as described and sent to the network when there is a demand, with continuous actions at the beginning, middle and end of the project. | - Insert 30 teenagers in the project;- Hold 1 initial meeting and reach at least 75% of family members.- Hold 5 meetings, one per month, with family members and reach 75% attendance.- Carry out 30 home visits during the project. |    - Expansion of the bond and sensitivity of the family in contact with the teenager and its members. |  social worker |
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| During the execution of the project, articulations will be made with partner companies and the network to bring other reference professionals for the different themes foreseen in the educational pathways.**6 - ASSESSMENT OF SERVICE PERFORMANCE REGARDING THE PERIOD:**In the respective period to which this report refers, the Organization and the professionals held team meetings to follow up and carry out the courses, case studies and, if necessary, adaptations of actions provided for in the work plan. It mobilized the capture and redistribution of perishable and non-perishable food to the families served, based on the technical monitoring that sought to verify the vulnerabilities presented and directed the assistance to those who went through the risk of food insecurity.The work with users was offered in person and in a diversified way in order to reach users in their individuality and promote welcoming spaces, respecting their specificities and opinions. Families were present in person at the monthly meetings, and for those who did not attend, the Social Worker made telephone contact, choosing at random, to seek understanding of why they were absent in individual listening.Psychological care was carried out based on case discussions in the technical team and program educators meeting, however, the survey of possible cases generated a specific demand regarding the fragility of family relationships, anxiety crises and difficulty in communication, due to of extreme introversion. And with that, users are being monitored by the technical team, more specifically by the psychologist, who makes contact with users weekly, and with families to understand the family dynamics and work in its entirety.The team met in person at Cepac and were able to enjoy the virtual lecture, with Dr. Abigail Silvestre Torres, who brought us, in a very clear way, how important the role of Social Assistance as Public Policy is, which advocates guaranteeing the space rights for the population in exchange for the inequalities experienced. It is important to highlight that the need for qualified listening, the narrative of the story leading to respect, builds a welcoming bond, thus generating an empathetic and non-judgmental listening.In this way, the Cepac Team, based on the data presented in these reference months, considers that the proposed objectives were achieved, observing all the challenges proposed due to the adaptations to the face-to-face return of the post social isolation activities of COVID - 19, the teenagers become they remained active, committed and enthusiastic about the paths taken, which enabled the achievement of the results presented here.  |  |  |  |  |  |  |  |  |  |  |  |
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|   | **7 - POSSIBILITIES OF SUSTAINABILITY OF THE ACTIONS (OTHER PARTNERSHIPS)** - Fresenius Kabi- Capgemini- Saint-Gobain- Court- Livelo |  |  |  |  |  |  |  |  |  |  |  |
|   | **8 - DATE: 10/09/2021** |   |   |   |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
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|   | **9 – SUBSCRIPTIONS**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_                      **Technician responsible for the service President** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |