



**instituto  
fazendohistória**

*ANNUAL ACTIVITIES REPORT*  
**2015**



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fazendohistória**

Every child grows up with a head full of stories. And the stories that we believe about ourselves are powerful - they shape the way we live, the decisions we make and eventually the story that we write for our own lives.

For many children growing up in a cycle of poverty, violence and abandonment, often times the story they believe about themselves is: «You have no future, you have no potential. You are worth almost nothing! Be satisfied and thankful for having a roof over your head and food, more than enough for you!»

And so, for these children, not only are their resources limited, but their perspectives as well as their also choices become limited.

**But what if someone who believes in the child's worth, potential, right to express themselves and in their wealth of possibilities?**

For more than ten years, **Fazendo História Institute** has created opportunities for people to approach children, these people build relationships with the children and adolescents based on respect, care and love by listening and creating new stories with them.

So our institute contributes in a way that those children and adolescents that had to be separated from their families can find, while under institutional care, a moment of **affective reparation**.



**THE INSTITUTE IN NUMBERS**



**DID YOU KNOW?**

Placing children and adolescents under institutional care is an exceptional temporary and provisional measure that exists to ensure their rights whenever they might have been threatened or violated.





# fazendo minha história

\* making my story

**THE PROGRAM** Fazendo Minha História (Making My Story) offers the possibility for every child and adolescent under institutional care to express themselves and to **think of their own story (past, present and future) and to take ownership of it.**

From a **bond of trust built between the volunteer and the child**, and by making use of children’s literature, children and adolescents create a personal memory album with a vision of their life story.

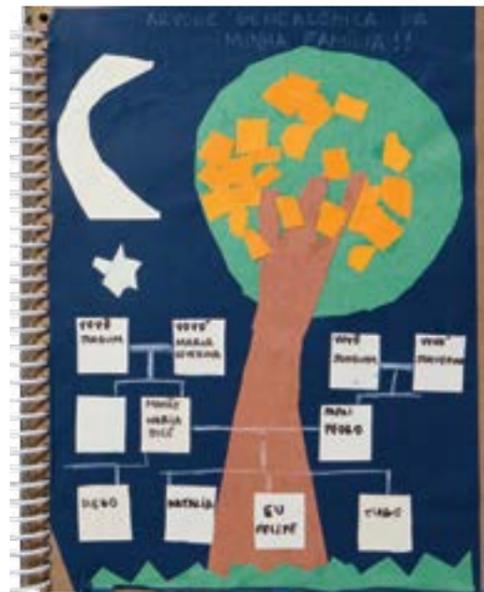
The meetings are on a weekly basis, with an hour of duration, on average. The amount of meetings that will take place is defined solely in the relationship between the child and the volunteer. Usually, the meetings occur over the course of a year. This album is filled with drawings, collages, pictures and text that portray important experiences and significant people that were part of the child or adolescent’s trajectory before and during their life under institutional care.

The album helps them to **thoroughly think about their family and origin.** It records pieces of information that can help them understand their institutional care situation aiming a better elaboration of their dreams and future perspectives. In the words of the educator Anatália dos Santos, from a institutional care service, the album becomes almost like a business card for these children and teenagers.

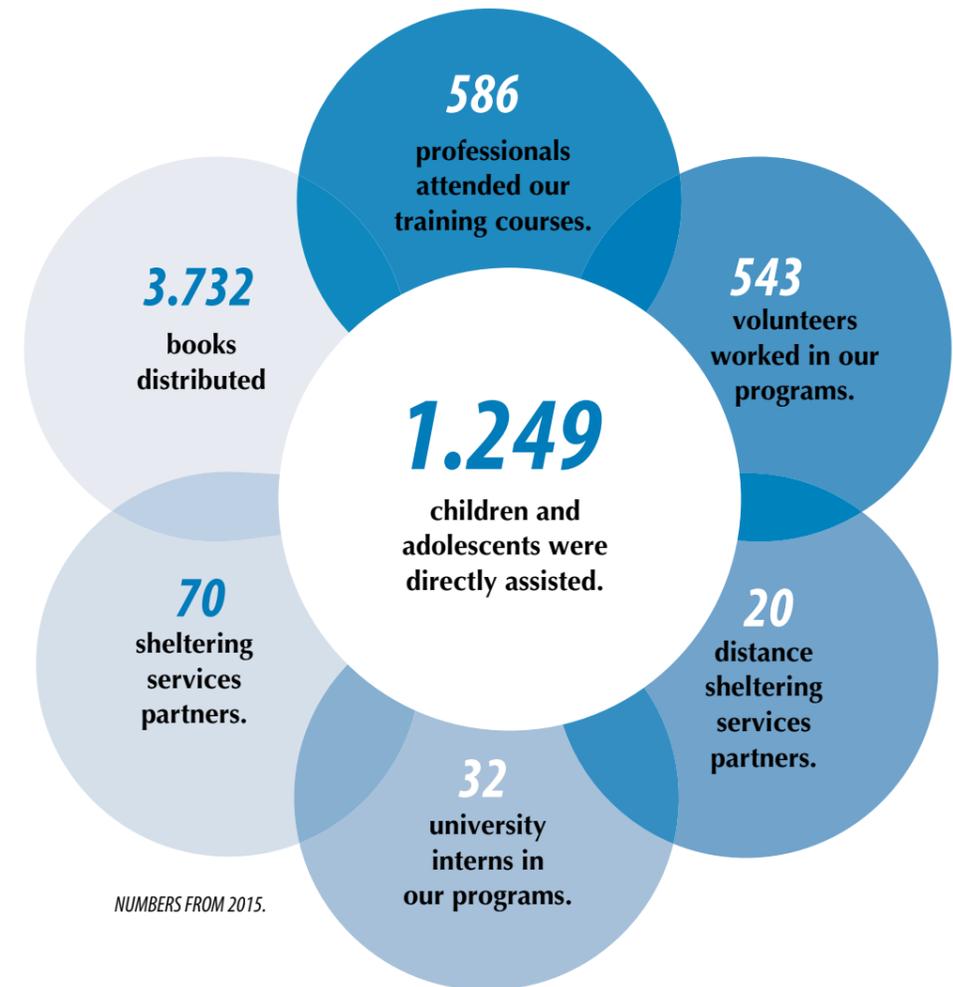
“When I arrived at the shelter, this was the first reference that kids brought to me “Do you want to know my story?” It’s recorded here!. To all those who arrive - professionals, volunteers, visitors - the first thing to which the kids refer to is the Making My History: ‘Come see my memory album!’ It’s like they are saying “Come get to know me!”, she tells.

*“They are in a very fragile situation , and often this makes them forget who they truly are . But with this work I can redeem their best, dreams, perspectives, values ... And that is beautiful! I can see a v spark in their eyes and I believe that every week is a life changing moment for each one of them.”*

*Luciana Tabuti, volunteer.*



## FAZENDO MINHA HISTÓRIA IN NUMBERS



## VOLUNTEERING

The volunteers working in the program are selected, trained and supervised to ensure the quality of the work offered to children and adolescents.

Luciana Tabuti is a volunteer who was enthralled with the project: “The **differential** of the program Fazendo Minha História is that it works with the **potential of the human being** and also in a way that I can help with the development of the strengths of a person who is still growing so they can take it with them for the rest of their life. One key point of the project, she adds is the **rescue of the essence** of these children and adolescents.”

“They are in a fragile situation, and many times it makes you forget who they truly are. But with this project I can redeem their best, dreams, perspectives, values ... and that is beautiful! I can see a spark in their eyes shining and I believe that every week is a life changing moment for each one of them.”



## formação

\* vocational training

### Thoughtful, creative, brave, loving professionals.

Being an educator working with institutional care service is a demanding task - technically and emotionally.

In the training projects the goal is to build together with the professionals an opportunity for reflection and improvement of practice. Combining theoretical knowledge and experiential activities, these actions seek to train professionals to be more qualified and committed to offering individualized care to children and adolescents. "The opportunity for training brings to the educators a sense of support, and this is essential to their work in the institution.

We realized that after these meetings **educators felt more empowered** and began to act with more freedom and creativity, resulting in **higher quality activities** for children and adolescents", emphasizes Helga Helena Batista Martins, psychologist of one of our partner institutions.

### SHELTERING PARTNERS RESULTS • 23 partners

- Strengthened their technical work, started to organize a schedule of activities to differentiate the technicians' tasks and expanded their existing networks.
- Initiated or concluded their Political-Pedagogical Projects contributing to the alignment of actions and performances based on a professional parameter.
- Held monthly meetings - attended by the team of educators - to discuss the cases of children and adolescents, enabling educators to offer assistance which takes into account the life's story of each child and adolescent.
- Built new pedagogic proposals on the routine (circles of conversation, joint definition of rules and recreational activities) based on their political and educational projects that promotes the autonomy of the children and adolescents.

### FORMAÇÃO IN NUMBERS

**36 training processes** in institutional care services - short and long-term - in São Paulo and within the States of Minas Gerais, State of Paraná, State of Rio de Janeiro and State of São Paulo.

**523 meetings** with 879 educators and technicians.

**1,801 professionals trained** in total.

**16 thematic workshops** for 20 institutions, each one with 922 professionals.





**com tato**  
\* tactfulness

Fabi was not very talkative, she had difficulty to express herself and used to stay quiet. Everything has changed since she began to participate in our program Com Tato.

That's what Juliana Braga, her therapist, illustrates: "the most important gain of Fabi was to acquire **security to express herself**, to say what she thinks and feel. This gave her the **opportunity** to actively place herself in the world where she lives and not to submit to rules imposed on her without questioning. The therapy was important in this process".

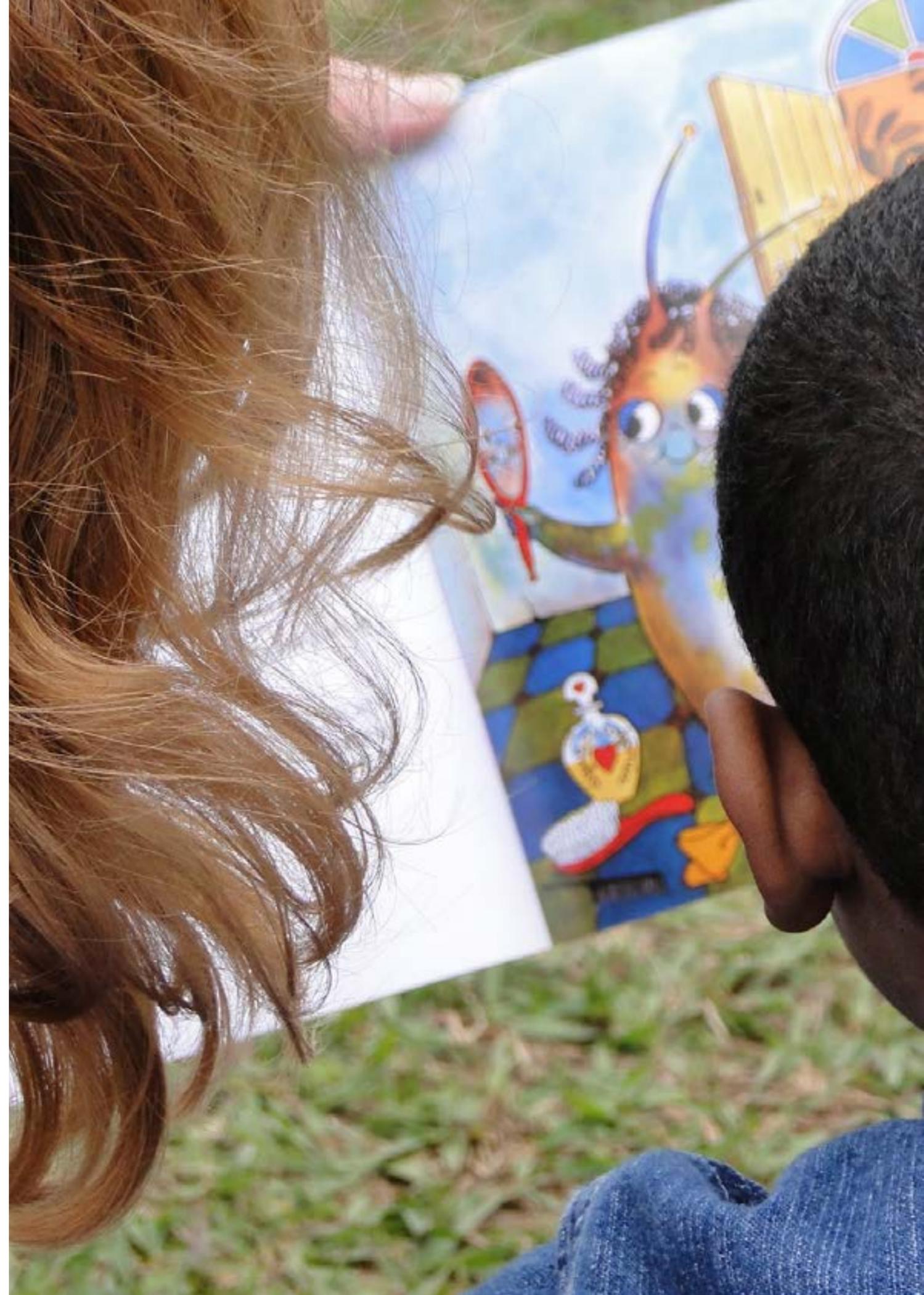
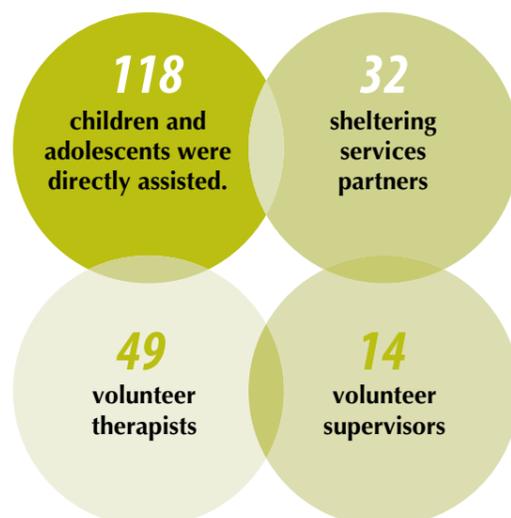
The program offers a number of children and adolescents in institutionalized care, like Fabi, free psychotherapeutic treatment in private offices of qualified psychologists who are guided and supervised by experienced clinical professionals. "Over the 11 years of overseeing the work of therapists of Com Tato Program, I could closely follow challenging processes and deep transformation, but the most important was observing children and young people overcoming victimhood and subjugation conditions through creative solutions that they created to signify their stories and solve dilemmas" adds Dra. Isabel Kahn, professor at PUC / SP, Supervisory of Com Tato Program since 2005.

In therapeutic spaces, institutionalized children and adolescents have the possibility of **saving**, preparing and giving new meaning to their life stories, strengthening foundations for building their own projects - and future. As every child and adolescent values being listened to, these young people have the opportunity to establish lasting and stable relationships based on trust, since most of the therapeutic care takes 1 to 3 years. A reflection of this is that between 2007 and 2015, 77% of young people cared by Com Tato Program had the opportunity to establish a long-term reference link with their therapists.

### **Taking care of families**

Our work with young people's families is one of the pillars of all attendance of Com Tato. In addition to the expansion of individual care network, the program began to offer family therapy as a complementary resource bringing life changing transformation in the process of restoring affective and familial interaction.

### **COM TATO IN NUMBERS** NUMBERS FROM 2015.





**famílias  
acolhedoras**  
\* foster care



### **FOSTER CARE**

Our work in early childhood development is gaining a new format. In 2015, Fazendo História Institute proposed a challenge to carry out a foster care project in the city of São Paulo in order to assist children between 0 and 2 years, ensuring the permanence of these children in a familial environment for as long as it is necessary.

Thus, IFH has begun its active participation in campaign for no institutionalization of babies in shelters! The project recruits, selects, trains and follows the affective families. The team work with the rights guarantee network will allow the return to the family of origin or, in the impossibility of this, the referral for adoption. "As a volunteer of the program 'Foster care', the question that is always asked is: 'How can you let the child go when he/she have to leave?' When it's time to go, I will know that I invested in someone who loves me as much as I love him/her. That's what I believe; this is what brings me encouragement. So how do I let go? Easy! I don't detach myself! I carry them with me... in the scars on my heart!" said Luiz Monich and Ana Magali, participants of another program of affective families.



### **SPEAK FOR ME**

*Find out the campaign Speak for me, which aims to end the institutionalization of children less than 3 years of age in Latin America and Caribbean. Visit [www.falepormim.org](http://www.falepormim.org)*

### **DID YOU KNOW?**

- Nowadays, in Brazil 315 cities have institutional care services in Affective Families. This number is growing year by year, but still represents a small percentage comparing to the institutional care services.
- Professionals and scholars have been debating the need to expand this format to guarantee the right to family and community life for children and adolescents who need to be temporarily separated from families of origin.



**grupo  
nós**  
\* nós group



A young guy called Rai lived in institutional care during an important time of his life. When was coming the time to leave the institutional care, as occurs with many teenagers, when it came time for him to leave institutional care, he was not prepared to face many challenges.

“As a young guy, I had no idea of how to financially plan myself, which profession to do and even less how to get a job. NÓs [Group] helped me to think about all these issues and a bit more with the individual meetings and also with the group meetings”, said the young guy at the third year of the project.

Willian Jonathan, who participated in the project for three years, highlights another benefit of nÓs: “You are not alone in the search for a solution. In the group, you always have someone who can help you find it.”

NÓs group exists to facilitate the transition process of young people in institutionalized care situation to an autonomous and inserted life in society, offering support for issues and difficulties that appear in this stage of life.

Through individual mentoring of young people, participation in thematic groups and cultural outings, the program contributes to the development of professional projects, housing and financial education, gaining of culture and proper use of vpublic facilities.

### **NÓs GROUP IN NUMBERS**

**64 adolescents assisted** • **25 shelter services partners** < **20 shelters**  
**5 republics**

**100%** *knows how to walk around the city before leaving the shelter.*

**100%** *will have had professional experiences before leaving the shelter.*

**100%** *of the ones graduated from the program stay in a home for more than 6 months.*

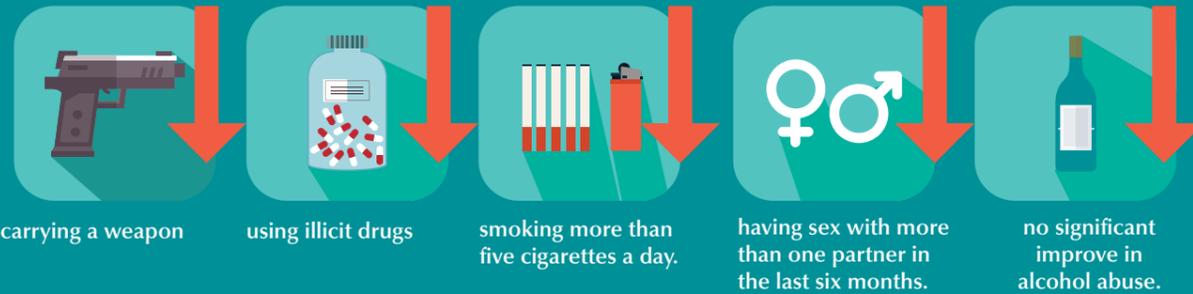
**90%** *of the ones graduated from the program have fixed jobs.*

**43%** *of the ones graduated from the program are able to save or invest money.*

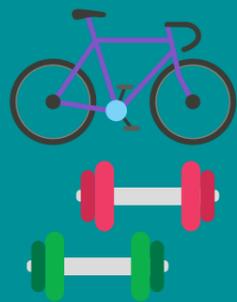
NUMBERS FROM 2015.

## INSPIRATIONS

In the USA, studies performed with children and adolescents living a situation of risk or social vulnerability, and who also had a mentor supporting them showed that these adolescents become significantly less likely to participate in 4 of 5 behaviors listed risk:



## THESE ADOLESCENTS...



**81%** are more likely to regularly participate in sports and extracurricular activities than those who do not have a mentor.



**130%** more likely to assume leadership positions (for example in clubs, sports teams or associations)



**55%** are more likely to enroll in higher education.

**52%** less likely than their peers to miss a day of school



**37%** less likely to fail in a class.

There was also reducing of depression symptoms with the mentoring.

**77%** are more likely to engage in volunteer activities.



## apadrinhamento afetivo

\* affective sponsorship



Andressa\* was missing a lot of school, so her affective godmother Ana Lúcia told her that this year she would visit her school teachers, and that they will choose part of the school supplies together.

“She suggested recording the following agreement in our notebook: I will visit the school, attend meetings and help with materials; and she will no longer miss school and will get good grades.

Andressa wrote and we both signed! Everything was proposed by her!” said Ana Lúcia. Verlucia, an affective godmother found several points in common with the girl Dani\*: “In the exit, when we took the bus, I discovered that she knew everything over there! I am also very interested in maps and paths. Arriving home is so much fun!” She had a lot of fun with my cat. After lunch, we sang, laughed and saw many pictures; she laid on the hammock and showed me some songs that she likes. To my surprise, several of them are remakes of songs that I liked when I was a child. The day went very fast!”

The stories of Andressa and Ana Lúcia, and Dani and Verlucia only occurred because of Affective Sponsorships - a strategy for children and adolescents with little chance of adoption to find more emotional support than those available within the shelter. Thus they experience better chances to feel supported and strengthened to build an autonomous life.

## THE PROGRAM GOALS

- To strengthen family and community life of these children and adolescents through mobilization, training and monitoring of affective godfathers and godmothers;
- To expand the network of social support and secure and lasting emotional ties of children and adolescents, favoring the construction of a future project.

Despite the significant demand for affective sponsorship 67% of Brazil's institutional care facilities do not even have an ongoing program.



## SUSTAINABILITY

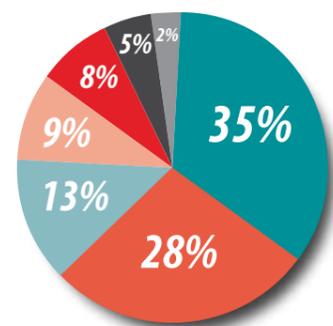
The most important resource that we have and that without a doubt allows us to reach this many children and adolescents is human capital.

In only 2015 were 648 volunteers and 39 trainees, almost 700 people offering their time to better accommodate children and adolescents in various forms, weekly and systemically. **More than 140.000 hours of volunteer work.** What would be the value of that? In any case it takes money to make this a possibility. The financial sustainability of the Institute thrives on the quality of projects executed with management excellence and quality in the communication of actions.

This is how we maintain long-term partnerships with investors, technical partners, working staff and collaborators. For 5 years the Institute accounts are audited to ensure transparency in financial statements and we have an active, critical and collaborative Supervising Council. Fazendo História Institute has a reserve fund that has been achieved over years of responsible financial management.

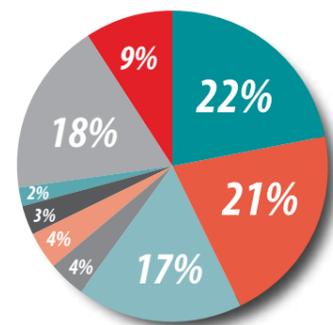
By 2020, we aim to support 100% of Institute's administrative costs with the income of the reserve fund.

### SOURCE OF FUNDS



	2015 (R\$)
Investimento de Pessoas Jurídicas	1.052.688
FUMCAD (Pessoas Jurídicas e Físicas)	825.165
Prestação de Serviços	372.641
Lei Rouanet ((Pessoas Jurídicas e Físicas))	271.670
Rendimentos	236.220
Doações de Pessoas Físicas	158.859
Eventos e Produtos	57.642
<b>TOTAL</b>	<b>2.974.885</b>

### INVESTMENTS



	2015 (R\$)
Fazendo Minha História	490.850
Formação	467.553
Grupo nÓs	377.005
Comunicação	85.429
Primeira Infância	84.853
Projetos Especiais	61.937
Com Tato	46.085
Administrativo e Financeiro	409.623
Aporte no Fundo de Reserva	173.324
<b>Total Aplicado</b>	<b>2.196.657</b>
<b>Saldo remanescente para 2016</b>	<b>778.228</b>
<b>TOTAL</b>	<b>2.974.885</b>

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