



Annual Report 2024



bolapra
frente



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About the Institute

The Bola Pra Frente Institute is a civil society organization founded on June 29, 2000 by four-time world soccer champion Jorginho. We have been working for 24 years in communities in situations of socioeconomic vulnerability, in the neighborhoods of Guadalupe, Deodoro and Marechal Hermes, in the North and West Zones of Rio de Janeiro. Our focus is to provide integral education to children and adolescents between the ages of 6 and 17, regularly enrolled in the public school system and who live in the Complexo do Muquiço.

With the aim of developing skills and abilities for the integral education of students, we use an innovative educational methodology, using sports and culture as driving tools for social promotion. In this sense, we work to impact the different areas where students are inserted. For this reason, we work in partnership with schools in the region, in order to ensure that the actions developed in the institution generate real and positive impacts on the education of each student.

Furthermore, the institution maintains a close relationship with the families of its students and the community in general. In this way, the Institute impacts all areas in which the student is involved: the family, the school and the community. The expected result is to promote social protagonism and, as a consequence, improve the lives of the target audience and the community in general.



Mission

To educate children, adolescents, young people and their families to play a leading role in society, using sports and culture as tools to promote social advancement.

Vision

To be a space for knowledge, development and education through sports and culture. An active building, with the public from the Muquiço community and society in general circulating and collectively creating possibilities for social transformation.

Values

Commitment
Honesty
Efficiency
Respect for human rights
Transparency



Area of operation


The Complexo do Muquiço is made up of eight socioeconomically vulnerable communities, located at the intersection of the neighborhoods of Deodoro, Guadalupe and Marechal Hermes, in the North and West Zones of Rio de Janeiro.

In 2016, Bola Pra Frente conducted the second social assessment of the Complexo do Muquiço (the first was conducted in 2008), with the aim of evaluating the impacts of its actions on families, studying the progress of the five communities already served, mapping population growth and supporting studies to expand the area covered and the number of services provided by the Institute.

The research is one of the first in the State of Rio de Janeiro, since the data made available by government agencies is very superficial and does not truly reflect the specificity of the region where the Institute operates. It is not just a census survey, but, above all, the interpretation of the data and the inclusion of other protocols for local understanding, such as historical and geographical research of the region.

As a preliminary result of the diagnosis, it was found that there was an expansion of the borders of the Complexo do Muquiço, with three new communities being identified: Guadalupe, Maranata and Parque São José; in addition to the five already mapped in 2008: Conjunto Presidente Vargas, Ferroviária, Muquiço, Triângulo and Vila Eugênia, totaling eight communities served, as shown in the map below:



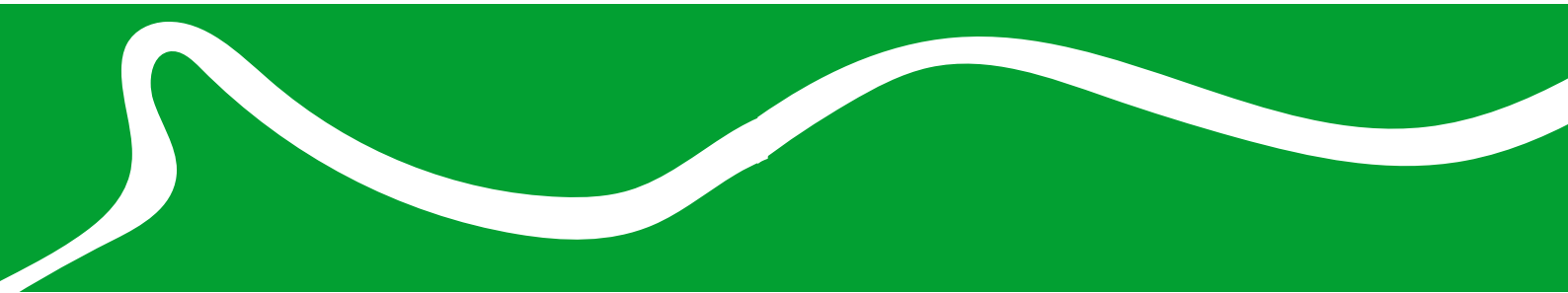


Approximately 5,400 households were visited. The questionnaires applied contained around 300 questions. Below are some initial results of the census:

- Regarding gender, there is a predominance of 62.29% of women as heads of household in the following communities: Triângulo, Maranata, Parque São José, Conjunto Presidente Vargas and Ferroviária.
- In general, women are the head of household in 52% of households.
- 26.64% of those responsible for the household indicated the option "housewife" as their work situation and 17.79% are retired.
- Only 11.47% are employed with a formal contract.
- The per capita income in households is around 01 (one) minimum wage in 26.86% of households and 01 (one and a half) minimum wage in 20.60% of households.
- Regarding employability, 42.52% of those responsible work in some informal job and only 11.47% have formal employment.
- 66.45% of families have lived in the area for more than 20 years, and 16.12% for more than 50 years, and have a strong connection with the place.

In addition to the Social Diagnosis, Bola Pra Frente, in partnership with the Igarapé Institute, conducted a survey that portrays the perception of violence from the point of view of children and adolescents in the Complexo do Muquiço.

According to the survey, the perception of insecurity tends to increase with age and with female respondents (adolescents in general). However, when it comes to safety within Bola Pra Frente, 91% of respondents feel safe and, if they need help, they know who to look for in the institution.




INTEGRAL EDUCATION METHODOLOGY




At Bola Para Frente, Integral Education serves as the driver of our programs and projects, which use this course as the basis for the content covered in class. Thus, the Institute applies an active development methodology focused on the student, disseminated through the Perfect Crossing Program and its projects, acting with the perspective of ensuring that children, adolescents, young people and communities have, at the end of the pedagogical training course, skills and abilities that constitute them as autonomous beings capable of acting and contributing to the transformation of the world.

Integral Education is a process of human development whose objective is the continued formation of the individual. To this end, a pedagogical training course is used covering five dimensions of development: physical, social, emotional, cultural and intellectual. In this sense, integral education considers the student as the center of its action, assuming an active position of autonomy in their teaching-learning process, grouping together cognitivism and interactionism. Both are based on the same pedagogical premise: language is a construction carried out by students throughout their development.

Cognitivism is a theory of genetic epistemology that explains the acquisition and development of language through the development of children's reasoning. The greatest representative of this school of thought is Jean Piaget. For him, children build thought structures based on the experiences they share with the physical world, in four stages of development: sensorimotor, pre-operational, concrete-operational and formal-operational. In this process, children incorporate data from the environment and are complementary changes, developing. For him, it is development that makes learning possible. His theory and thoughts contributed to the understanding of child development and children's learning, where he emphasizes that "childhood is the time of greatest creativity in a human being's life". Therefore, for Piaget, learning is constructed by children during their relationship with objects and people. This idea is the basis of the theory called constructivism. Each new discovery is assimilated and accommodated alongside what the child already knew about the world, making it increasingly broader. Gradually, relationships are formed and things begin to make sense in the child's head.





The stages of human development postulated by the author caused a revolution in the understanding of children and their relationship with knowledge. Piaget's discoveries had a great impact and demonstrated that the transmission of knowledge is a possibility that, depending on the age group, is also limited. On the one hand, you cannot make a child learn what he is not yet capable of absorbing. On the other hand, even with these conditions, he will not be interested in content other than that which he lacks in cognitive terms. To this end, playful activities are essential in childhood and should be planned to offer a greater number of experiences to children. One of the pedagogical alternatives is games and playful activities, which can help in the overall and integral development of the child.

Interactionism, conceived by Vygotsky, assumes that development is made possible by learning processes that occur in interaction with others and that development is considered a social construction. Therefore, according to pedagogical trends, children are individuals who build their knowledge through the mediation of others. The basis of development lies in the association between social interaction, material contact and communicative exchange. According to Vygotsky, children are formed in a direct relationship between the individual and the society around them – that is, humans modify the environment and the environment modifies humans. Thus, contact with the world leads children to create autonomy and their own ways of learning. The world (or environment), in this case, is the different environments that children frequent, the mediation of adults and the presence of other children.

In light of these theories, the integral education proposal of the Bola Pra Frente Institute is to provide students with creative spaces with resources that involve playfulness so that we can also achieve a sense of collectivity, promoting teamwork, mainly through sports and culture, considering the different actors involved in the education of students, such as school, territory, family, friends and educators, who together compose and direct a complete process of human development. Therefore, Integral Education stands out as a integral methodology that takes place all the time, throughout life and in all spaces.



At the Bola Pra Frente Institute, sports, especially soccer, are a language. For this reason, based on these pedagogical theories, "Cruzamento Perfeito" was conceived as a guiding program for all projects that take place at the Institution, preserving the particularities of the actions, but being guided by this intentionality. The Perfect Crossing Program aims to transfer knowledge from one area to another, creating a harmonious play between sports, education and culture, enabling full interaction between educator and student, complementing each other in favor of the integral development of the participants.

In this way, all projects of the Perfect Crossing program are based on the development of skills and abilities, which encourage students to build their life path, focusing on autonomy, freedom and social protagonism, in line with the National Common Curricular Base:

(...) aiming at global human development and formation, which implies understanding the complexity and non-linearity of this development, breaking with reductionist views that privilege either the intellectual (cognitive) dimension or the affective dimension. It also means assuming a plural, singular and integral vision of children, adolescents, young people and adults – considering them as subjects of learning – and promoting an education focused on their acceptance, recognition and full development, in their singularities and diversities (BNCC, 2017, p. 14).

Integral education is the central axis of each and every action linked to the Program, as it guarantees the development of participants in all their dimensions, whether intellectual, physical, emotional, social or cultural, through activities related to education, sports and culture, which are essential for the full development and application of the same.

The various areas of knowledge are respected in their specificities, but they do not fail to dialogue with various thematic axes addressed by the program, since the objective is to enhance discussions, research and reflections. Thus, in all projects, students are encouraged to learn about, create, discuss and practice the different ways of experiencing the educational, sports and cultural world.



Our methodology believes that play helps in the process of breaking down socio-emotional blocks. In this sense, the creativity resulting from fantasy and realization facilitates absorption during the teaching-learning process. A creative being contributes to human development by observing the world and criticizing it, becoming a transformative agent who expresses himself in different ways, with the purpose of spreading ideas, entertaining and influencing attitudes and behaviors. For this to happen, systematic contact with playful activities and their different languages is essential. In view of this, education and sports, within a pedagogical process, are intertwined, since sports are part of Brazilian culture.



Perfect Crossing Program

"Sport has the power to change the world"

Nelson Mandela

Perfect Crossing refers to the soccer technique of crossing the ball, passing it to a player in another zone. Applying the Institute's pedagogical methodology to reality, Perfect Crossing proposes to share and disseminate knowledge from one area to another in a perfect way, considering sports, education and culture, which results in a harmonious play where the educator is also the player, complementing each other for the sake of the student's integral development.

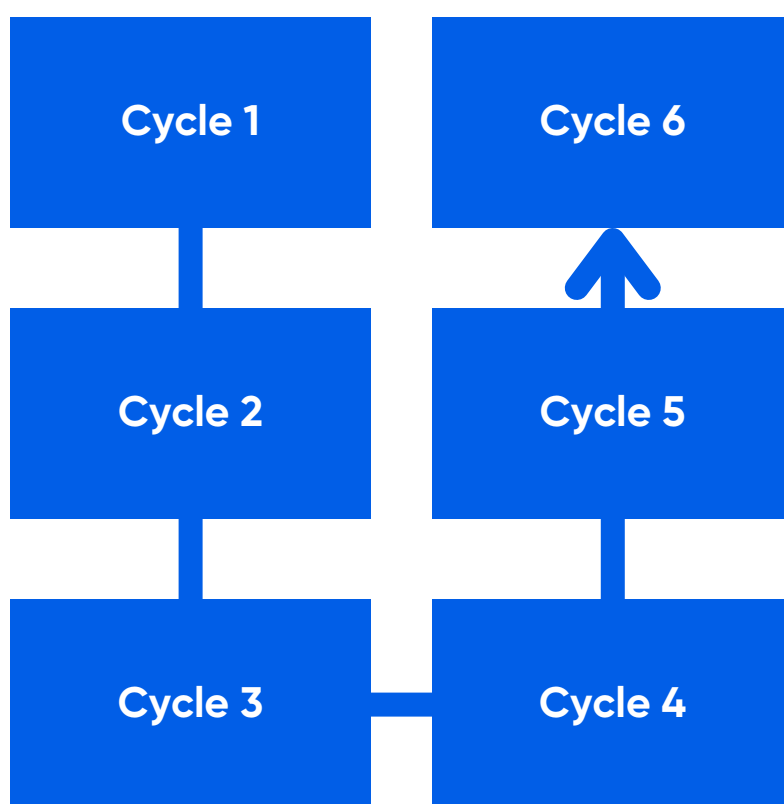
The main objective of the Perfect Crossing program is to develop, together with the beneficiary public, a set of knowledge and skills necessary for their civic action and full aptitude for the job market and university. As a final result, the Institute proposes that, upon reaching adulthood (when they usually graduate from the institution's projects), students will be on an equal footing with those with higher incomes, having developed the following profile:

A fully literate adolescent who has developed a life plan. A human being committed to the community, a citizen aware of his or her rights and duties. A practitioner of a healthy lifestyle, knowledgeable about cultural diversity, but also of the value of his or her own culture.

Thus, the Institute aims to broaden the worldview of these students, promoting inclusion and social advancement, in order to combat the situation of inequality observed in Brazil, but with a focus on the Complexo do Muquiço, a region in which the Institute has been fully committed and engaged for 24 years. In 2024, the program encompassed two projects: ARTilheiro and Campeão de Cidadania.

Audience and Capacity

The Bola Pra Frente Institute has the capacity to serve around 500 students, and through the Perfect Crossing Program, it has served children and adolescents between the ages of 6 and 17, students from the public school system and residents of the eight communities that make up the Complexo do Muquiço. The students are divided into age groups, with the aim of facilitating learning and providing an opportunity to review the topics studied at different levels of depth. In addition, it seeks to apply different approaches and modes of representation, based on six training cycles:



This type of age grouping was studied by the Institute's multidisciplinary team, with the aim of understanding exactly what each of these cycles needs for their full cognitive and motor development, in order to instruct them to make better use of the proposals and content covered, in addition to creating a proximity to the concepts adopted by the school, generating a greater understanding of the peculiarities of the cycles.

In 2024, the Bola Pra Frente Institute has the capacity to serve around 500 students and their respective families, having concluded 2024 with a total of 513 students served, due to dropouts.

ARTilheiro Project

"Tell me your dreams so we can dream together"

Rubem Alves

The ARTilheiro II project is an initiative of the Federal Sports Incentive Law that aims to directly benefit children between the ages of 6 and 11. The students are residents of the Complexo do Muquiço and are duly enrolled in the official education systems.

The students attended the project's classes outside of school hours, with three-hour activities divided into two stages. The classes are adapted according to the age groups of the beneficiary students, which are: Cycle 1 (students between the ages of 6 and 7); Cycle 2 (students aged 8 and 9); and Cycle 3 (students aged 10 and 11), which are also divided between sports and educational activities. Regarding the two stages mentioned above, the following description stands out:


Stage "Treino é Treino"

In this stage, students participate in classroom activities that cover various fields of knowledge, seeking integral education in the intellectual, physical, emotional, social and cultural dimensions.

Stage "Começa o Jogo"

In this stage, students will participate in activities that will cover the presentation of the history and concepts of sports in a practical way, where at the end of each activity they will be able to perform the movements learned using educational sports.

That said, pedagogical and sports activities are essential for the full development and application of the concept of integral education developed by the Institute. In this context, students are encouraged to learn about, create and practice sports through different approaches, so that they can experience meaningful experiences in the educational and sports fields. Thus, play is the essence of playful thinking, since activities carried out in childhood accompany the development of societies and serve as parameters for the creation and preservation of many cultural concepts. In this sense, we advocate not playing for the sake of playing, but creative playing that enables playfulness and pleasure, in addition to exploring creativity and imagination, given that in our territory many children attend few sports and cultural spaces outside of school.



The practical activities are developed in a playful way in order to awaken the pleasure of doing them, encouraging meaningful learning. Furthermore, since sports are applied in the daily language of the project, each class goes through the following moments:

Warm-up: *A moment in which the instructor talks to the students about their daily lives, resolves internal and external conflicts, encourages the student to express events in their community, among others. It occurs at the beginning of the class, in order to welcome the audience.*

Explaining the Game: *In this stage, the rules of behavior and attitudes established by the instructor together with the group are recalled, in addition to the explanation of the activities that will be carried out in the class.*

Game: *The activity itself.*

Feedback: *Conversation with the students about the activity. The positive and negative events that occurred should be discussed, developing the social dimension of the audience.*

In this sense, the post-pandemic impacts, the vulnerability of the territory and the school gap have a direct impact on our actions, which makes us, in addition to what is foreseen in the course plan, also create daily strategies to achieve our goals. Our course plan essentially contemplates anti-racist education and gender equality as guiding principles for learning and development objectives and highlights the selection of topics worked on weekly in depth in discussions that aim to broaden knowledge, without treating them in a shallow and superficial way and giving real importance to issues that generate major conflicts in our society, leading to serious problems, such as violence.

In the ARTilheiro II project, our methodology believes that play helps in the process of breaking down socio-emotional blocks. In this sense, the creativity resulting from fantasy and realization facilitates absorption during the teaching-learning process. A creative being contributes to human development by observing the world and criticizing, becoming a transformative agent that expresses itself in different ways, with the purpose of spreading ideas, entertaining and influencing attitudes and behaviors. For this to happen, systematic contact with recreational activities and their various languages is essential. In view of this, education and sport, within a pedagogical process, are intertwined, since sport is part of Brazilian culture.

Objectives and Goals

General Objective

Develop sports and educational activities for children with a focus on practice and learning.

Specific Objectives

- 1) Promote the development of skills and competencies that encourage and promote civic practice.
- 2) Develop educational sports as an instrument for physical, social and psychological well-being.
- 3) Provide access to educational sports, using education and culture as instruments for learning and expression.

Qualitative Goals

Goal 1:

Develop basic sports and motor skills based on the sports modalities carried out in the project.

Indicators: Level of basic sports and motor skills.

Goal 2:

Contribute to the integral development of beneficiaries.

Indicators: Engagement with reading activities; Sense of social responsibility with the Complexo do Muquiço; Recognition of rights and duties; Level of identification of sports affinities; Recognition of cultural diversity.

Quantitative Goals

Goal 1:

Increase the number of children between the ages of 6 and 11 participating in the project by 50%.

Indicator: Registration of participants.

Goal 2:

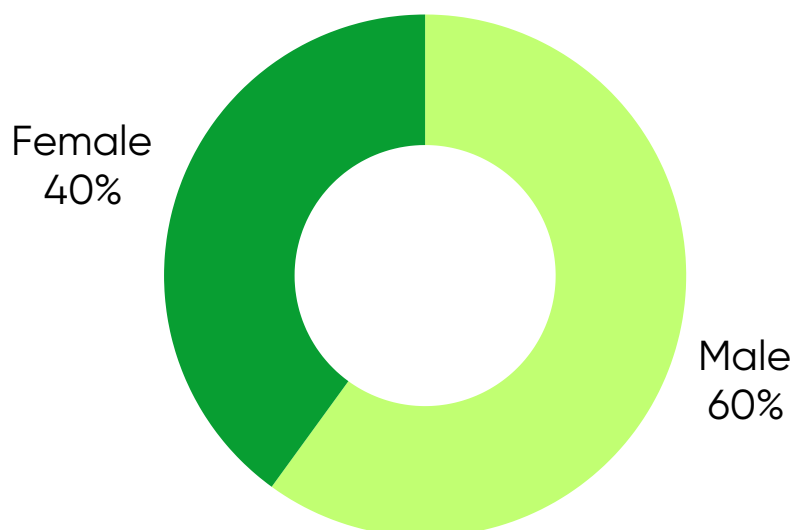
Serve 90% of beneficiaries enrolled in the public education system.

Indicator: Participation of at least 135 students enrolled in the public education system.

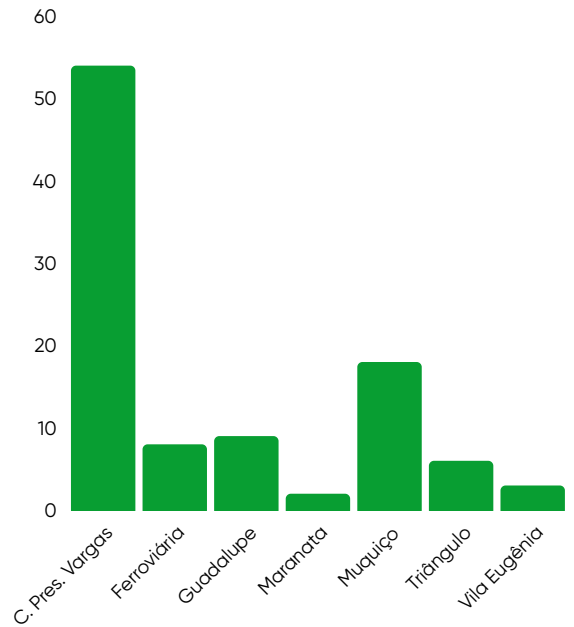
Attendance Scoreboard

The Bola Pra Frente Institute served, through the ARTilheiro Project, 260 children between 6 and 11 years old, students in the public school system and residents of the eight communities that make up the Complexo do Muquiço.

Attendance Scoreboard			
Target Audience	Number of people served	Gender	
		Male	Female
Students	260	156	104
Families	218		
School	24		

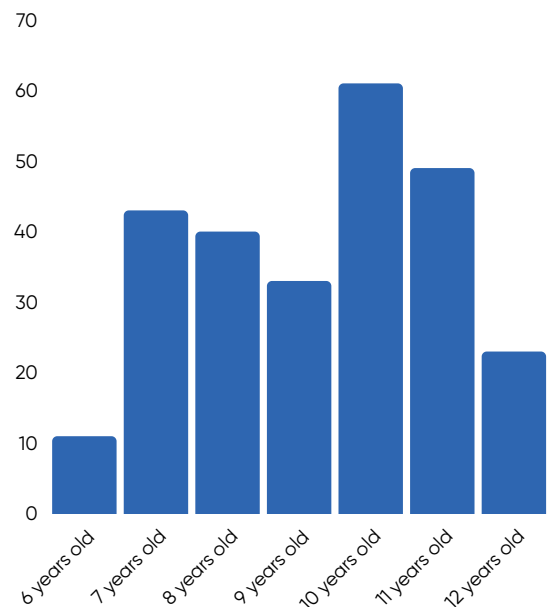


Community service	
Community	Number of Students
Conjunto Presidente Vargas	140
Ferrovária	22
Guadalupe	24
Maranata	1
Muquiço	56
Triângulo	8
Vila Eugênia	3



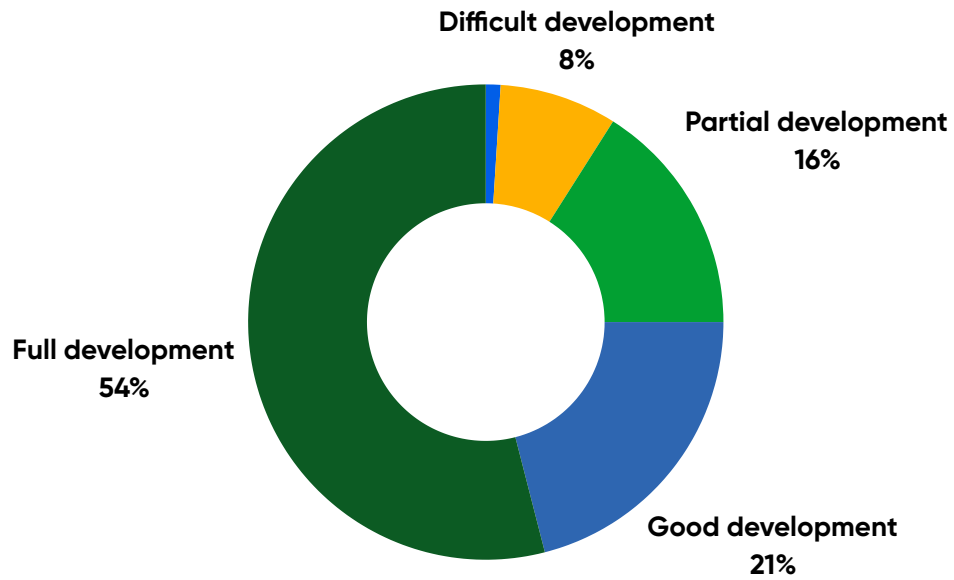
In this project, there were no enrollments from residents of Parque São José. There were enrollments from 6 students from outside the Complexo do Muquiço.

Service by Age Group	
Age	Number of Students
6 years old	11
7 years old	43
8 years old	40
9 years old	33
10 years old	61
11 years old	49
12 years old	23

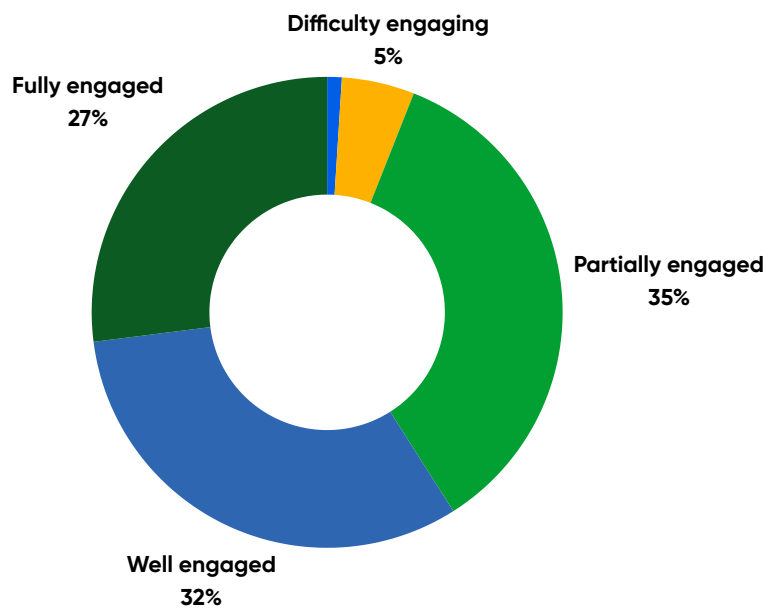


Results

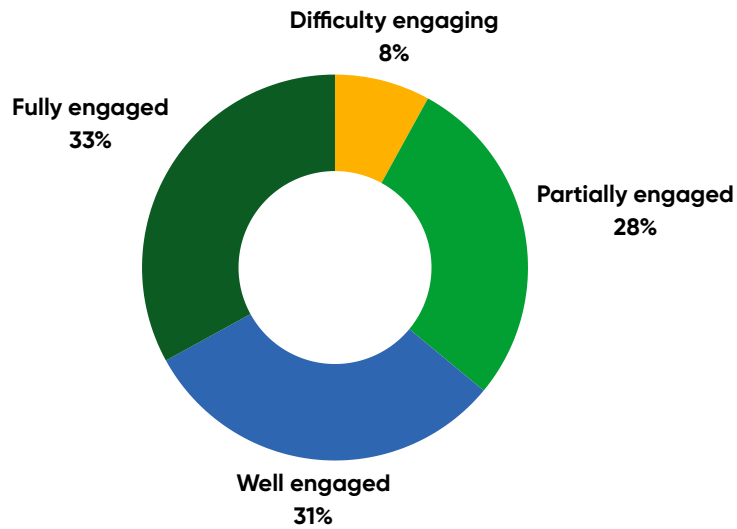
Level of basic sports and motor skills



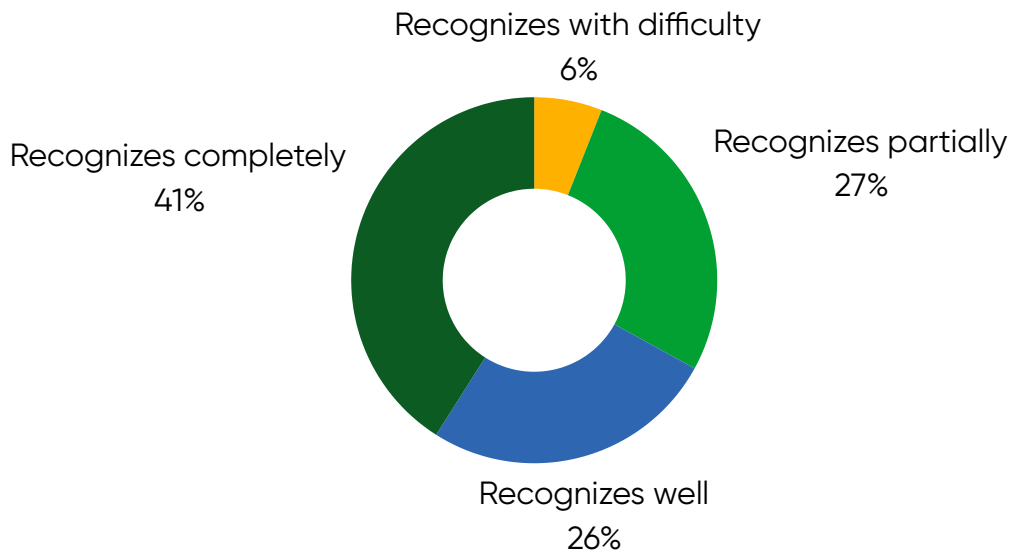
Level of engagement with reading activities



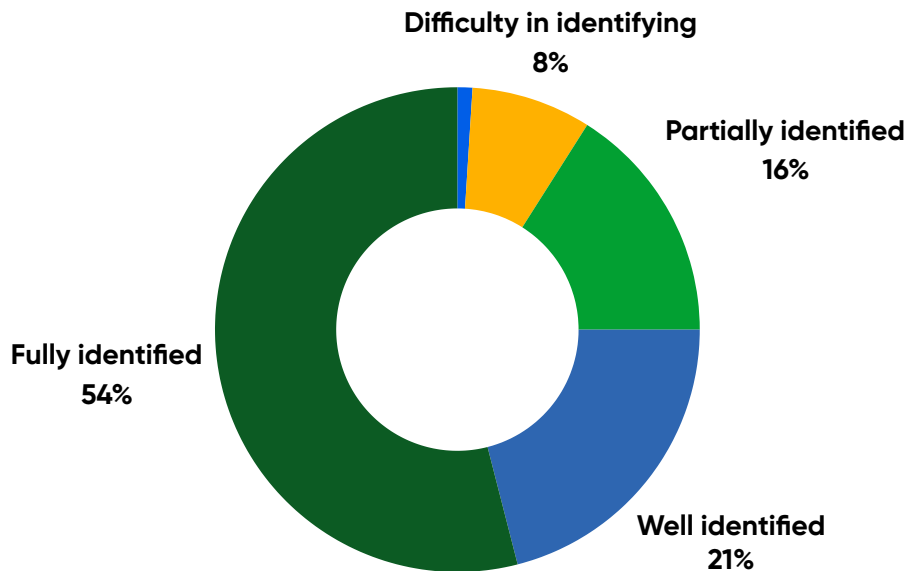
Sense of social responsibility with the Complexo do Muquiço



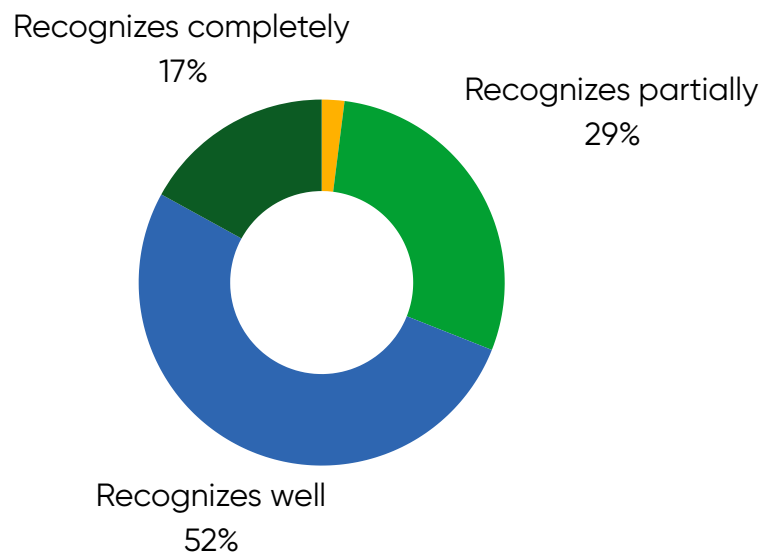
Level of recognition of rights and duties



Level of identification of sporting affinities



Level of recognition of cultural diversity



Main Activities and Testimonials


And finally, among these actions, the pedagogical and sports activities that were planned in the calendar deserve to be highlighted. These activities served to complement the experiences that the students were building during the pedagogical paths, while also serving to meet the goals and objectives of the project. We highlight the following:

Bola Pra Frente Olympic Games
Bola Pra Frente Paralympic Games
Bola Família Exhibition
Cultural presentations (music, theater, capoeira and dance)

Testimonials:

“When I joined the ARTilheiro team in March 2023, I found an environment and a pedagogical proposal that allowed me to explore this transdisciplinarity of my training. This is because, when thinking about the integral formation of the individual based on transdisciplinary themes – such as anti-racist education, gender equality, human rights, among others – in the context of childhood, the project allowed me to combine themes and strategies of history teaching with the playfulness and beauty of art education, essential for this stage of early childhood education. Also because, from the very beginning, I felt very confident in the pedagogical coordination, which gave me great creative freedom and encouraged me to think of different pedagogical approaches. The relationship with the territory also became central to my experience in the project. I had previously taught in social projects, but this was the first experience that really encouraged me to establish a dialogue with the community and to look closely at the context in which the students were inserted. On the one hand, this issue is a challenge, because working with children in vulnerable situations is a constant learning process and requires great sensitivity from the educator. On the other hand, it is a great pleasure to have this dialogue, which encouraged me to think about the memory of the territory and the social issues that permeate it, giving voice to the discourses and demands of the students. I understand this dialogue with the community as an experience of great value, not only professionally, but also personally. In addition, the project also helped me develop other skills and knowledge that I consider essential for my professional development as an educator, such as thinking about sports in alignment with education, treating affection as a central practice in early childhood education, and working on the educational process of students together with social assistance and psychology, among others.”

Daniela da Silva Gouvêa, 28 years old, teacher of project



"My name is Johann, I'm 11 years old and I really enjoy participating in the project. I think it's really cool and enjoyable. I like doing some activities in the field, but I like the classroom activities even more. In these classes I learned that everyone is equal and has the same rights."

Johann Maia Reis da Silva, 11 years old, student

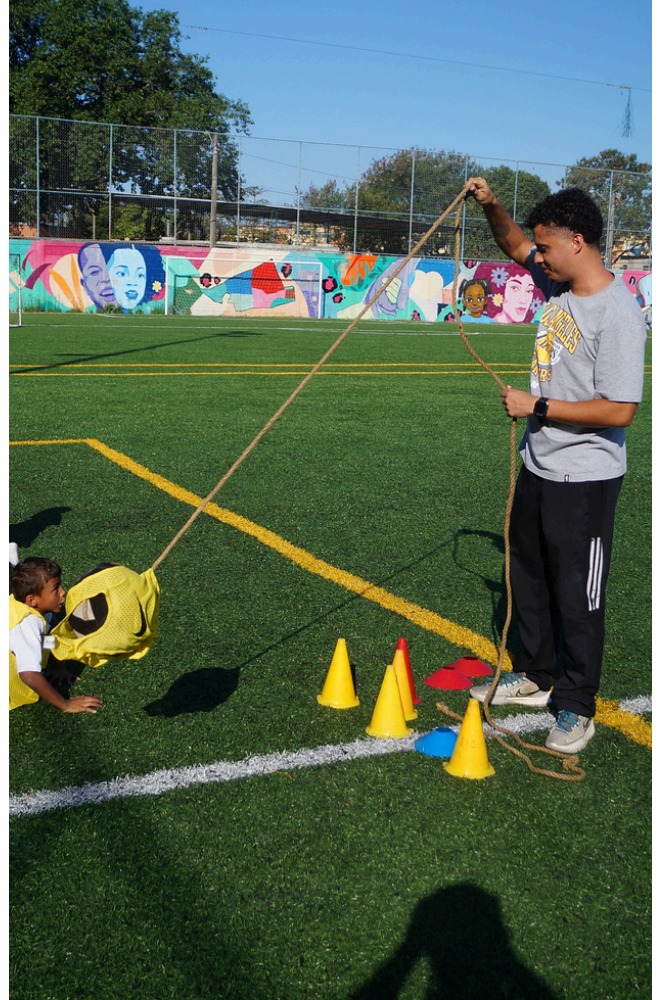
"My name is Gabriel Philipe, I'm 11 years old, I'm in Cycle 3 in the afternoon and I really like Bola. I like it because of the classes and because education is important. Last year, my favorite class was the robotics workshop. My friend and I built a beautiful robot that we controlled via computer."

Gabriel Philipe C. Santiago, 11 years old, student



PHOTOS





Campeão de Cidadania Project

"Education is the most powerful weapon you can use to change the world"

Nelson Mandela


The Campeão de Cidadania project is an initiative of the Bola Pra Frente Institute with the aim of serving 250 adolescents living in the Complexo do Muquiço, aged 12 to 17.

The 1988 Federal Constitution establishes in article 217 the importance of sports for human development, with sports being an instrument of action and interaction integrated with various areas of knowledge. This interaction, in its greatest consequence, promotes the improvement of quality of life, generating deep and robust impacts on the development of individuals who practice sports. The results of this impact include access to higher education through scholarship programs, the strengthening of the process of scientific innovation and the production of technical knowledge specific to sports, the evolution of indexes linked to health and well-being, engagement in the practice of citizenship and the population's access to income. In this sense, it is common knowledge that sports are an important vector of physical movement, due to its specificity, and social movement, due to its impacts on society.

That said, Law 11,438/2006 establishes an important milestone for national sports, especially educational sports. Its enactment (and subsequent regulation) not only establishes guidelines for national sports, but also highlights the relevance and objectives of the different sports. According to item I of article 10 of ordinance 424/2020 of the Ministry of Sports, educational sports are characterized by their practice in education systems, avoiding selectivity and hypercompetitiveness among their practitioners, with the purpose of achieving the integral development of the individual and their training for the exercise of citizenship and the practice of leisure.

Thus, the Campeão de Cidadania project, registered in the Sports Incentive Law System under number SLI 2402529, was designed and implemented by the Bola Pra Frente Institute with the objective of promoting the training of the beneficiary public, using sports, citizenship education and technology as tools for integral development, in line with the main objective of educational sports.

Educational sport, in this case, plays a fundamental role in promoting better indicators linked to health and well-being, while also functioning as a facilitator in the process of absorbing other content connected to citizenship and other areas of knowledge.



Regarding citizenship education, the project is committed to developing knowledge and skills related to citizenship, addressing content on the recognition of rights and duties, life and career planning, valuing cultural diversity, and engagement with the community and the environment. This action described in the project methodology was essential to connect the knowledge presented and worked on in the educational sports activities, in order to ensure more meaningful and lasting learning.

The technology activities were designed and implemented by the project with the aim of preparing the beneficiary audience for the current context of hybrid education, in addition to the digital reality in which society is inserted, in general. In this context, the project actions used sports as a conductor of knowledge while developing skills and competencies for digital literacy.

Thus, in this project, students were served twice a week, depending on the timetable selected for them, which was divided between sports, educational, and technological activities. These activities were offered in the following formats:

Stage "Treino é Treino"


In this stage, students will participate in classroom activities focused on social protagonism and civic practice, covering various fields of knowledge and seeking comprehensive training in the intellectual, physical, emotional, social and cultural dimensions.

Stage "Começa o Jogo"

In this stage, the basic concepts and practices of the sports modalities worked on in the project will be covered through the educational sports methodology and the 80/20 rule (where 80% of the time is focused on developing the practice of the sport and 20% of the time is used to present basic concepts and rules).

Stage "Chamando o VAR"

In this stage, students will participate in technological and e-sports activities, which will include individual interaction with a focus on virtual devices, where sports and movement will be the main thematic drivers of the proposed activities. Furthermore, during the activities of this stage, basic concepts for digital literacy will be worked on so that beneficiaries can become familiar with current issues of hybrid teaching and feel more confident in using technology in its broadest scope. As e-sports, electronic sports activities will be offered as an internal competitive modality of virtual games. Students will participate in these activities in order to develop problem-solving skills and the ability to create strategies in real time. The activities can be carried out individually or in teams without live broadcast.



Objectives and Goals

General Objective

To promote the integral education of adolescents between the ages of 12 and 17, regularly enrolled in the public education system, and residents of the Complexo do Muquiço, using citizenship education, technology and educational sports as tools for the integral development of the public.

Specific Objectives

- 1) To promote the development of skills and competencies for citizenship practices.
- 2) To develop educational sports as an instrument for physical, social and psychological well-being.
- 3) To provide access to educational sports, using education and technology as tools for learning.

Qualitative Goals

Goal 1:

To increase the level of engagement of students in sports activities.

Indicator: Level of engagement of students in sports activities.

Goal 2:

To contribute to the integral development of beneficiaries.

Indicator: Level of engagement with technology activities, level of skill in handling technological devices, sense of social responsibility towards the Complexo do Muquiço, recognition of rights and duties, level of basic sports and motor skills, and recognition of cultural diversity.

Quantitative Goals

Goal 1:

Serve 80% of beneficiaries enrolled in the public education system.

Indicator: Participation of at least 200 students enrolled in the public education system.

Goal 2:

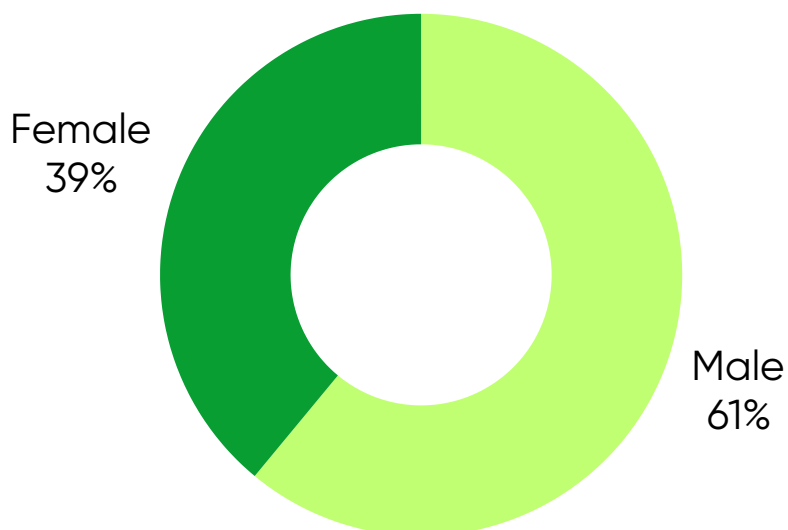
Promote recognition of the importance of sports practice for health, well-being, and quality of life in at least 70% of the beneficiary public.

Indicator: Level of recognition of the importance of sports practice.

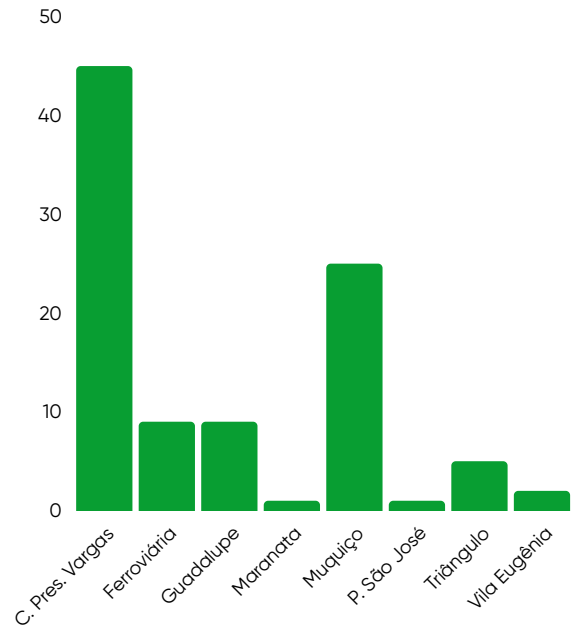
Attendance Scoreboard

The Bola Pra Frente Institute served, through the Campeão de Cidadania Project, 253 teenagers between 12 and 17 years old, students in the public school system and residents of the eight communities that make up the Complexo do Muquiço.

Attendance Scoreboard			
Target Audience	Number of people served	Gender	
		Male	Female
Students	253	154	99
Families	219		
School	23		

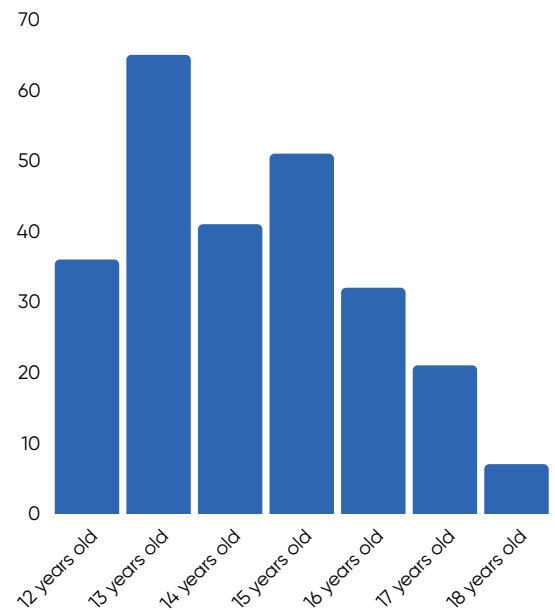


Community service	
Community	Number of Students
Conjunto Presidente Vargas	116
Ferrovária	24
Guadalupe	18
Maranata	2
Muquiço	66
Triângulo	10
Vila Eugênia	5



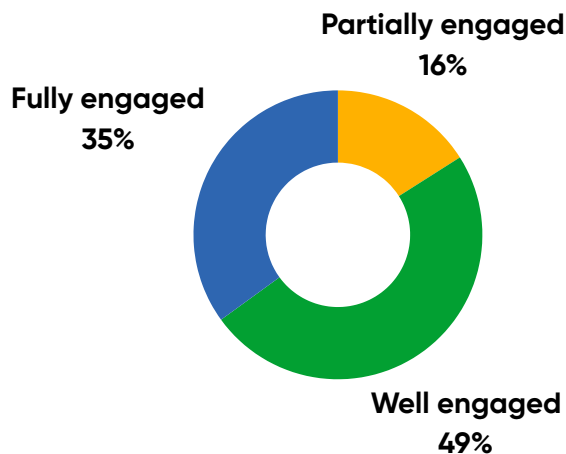
In this project, there were no enrollments from residents of Parque São José. There were enrollments from 12 students from outside the Complexo do Muquiço.

Service by Age Group	
Age	Number of Students
12 years old	36
13 years old	65
14 years old	41
15 years old	51
16 years old	32
17 years old	21
18 years old	7

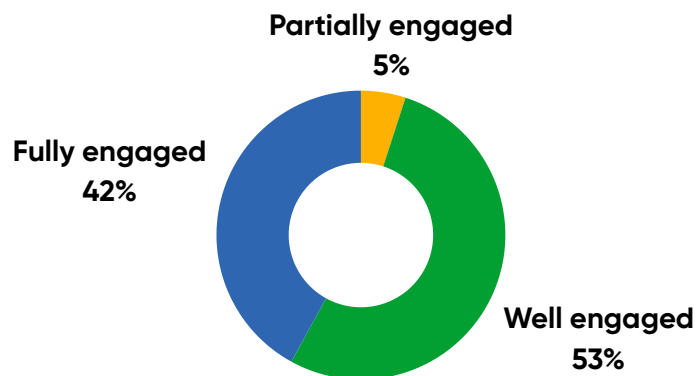


Results

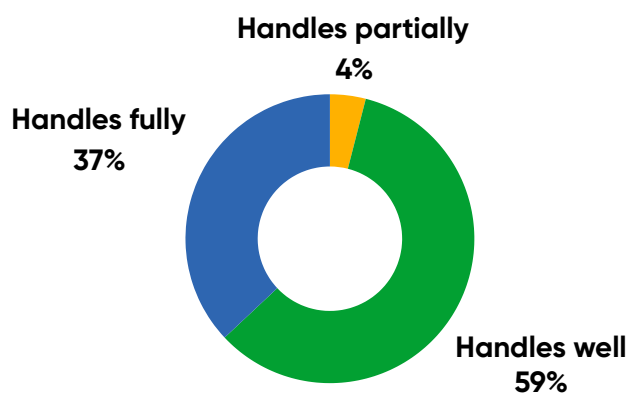
Level of engagement of students in sports activities



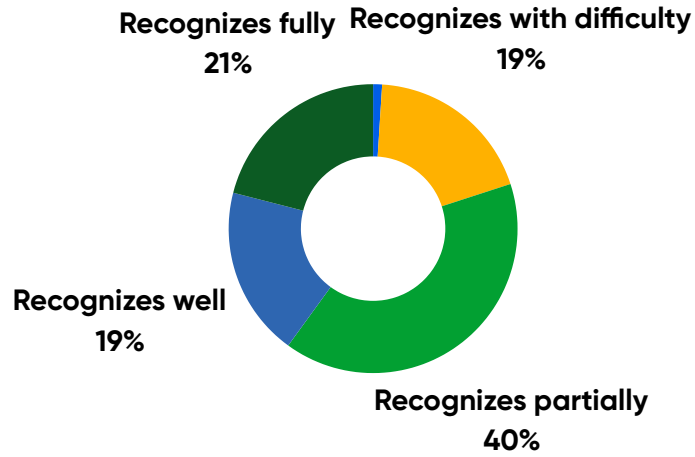
Level of engagement with technology activities



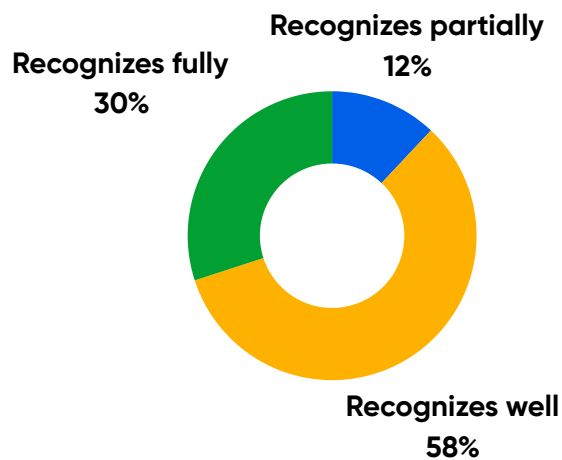
Skill level in handling technological devices



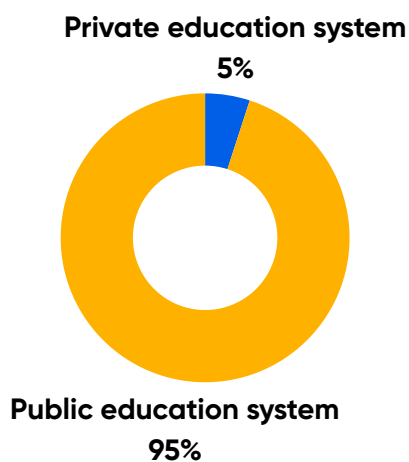
Level of recognition of rights and duties



Level of recognition of the importance of sports practice for health, well-being and civic practice



Percentage of students served in each education system



Main Activities and Testimonials

Finally, among these actions, the pedagogical and sports activities that were planned in the calendar deserve special mention. These activities served to complement the experiences that the students were building during the pedagogical paths, while also serving to meet the goals and objectives of the project. We highlight the following:

Inter-School Tournament
Bola Pra Frente Olympic Games
Bola Pra Frente Paralympic Games
Fair Play Championship
Inter Cycles Championship
Bola Pra Frente Volleyball Super League
Basic Computer Course
Future Tech Training
Elective Workshops (women's soccer, men's soccer, volleyball)
Visit to schools in the region
Bola Família Exhibition


Testimonials:

"It was a challenge and I felt honored to teach classes to this audience. It was a year of great learning in each topic covered. Our year was guided by working on anti-racist education and gender equality. We started the work and noticed a lot of aggression from the students towards their peers or towards themselves. In our classes, we worked on the 3-Half Tournament, which talked about Fair Play and this had a great impact on the students' sense of community. We worked on group dynamics, activities that stimulated creativity, we held tournaments and used a lot of sports language as a model for coexistence, we talked a lot about the territory and work that enhanced leadership.

Sports are incredible, because through them it is possible to work on a series of values such as friendship, equality, respect, team spirit and many others. I noticed the evolution of the classes individually and collectively. We were able to assess teamwork, basic sports skills, identification of sports affinities, recognition of sports practices, engagement in activities focused on educational sports, and a sense of social responsibility, and we were able to achieve success in what we measured.

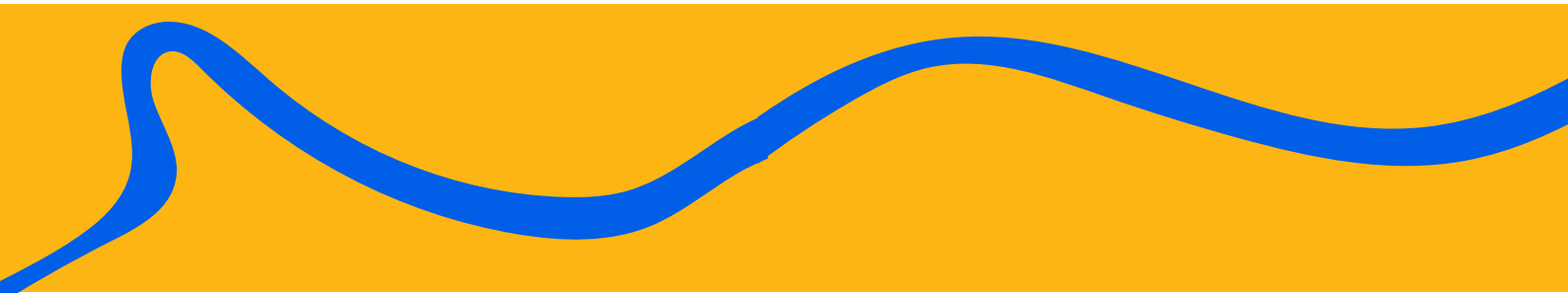
What I noticed throughout this year was that the skills in self-knowledge about sports techniques and practices and socio-emotional skills, which are skills that need to go hand in hand, made a big difference in the results achieved. I can see that they are ready for new challenges."

José Antonio da Silva, 42 years old, Sports Teacher



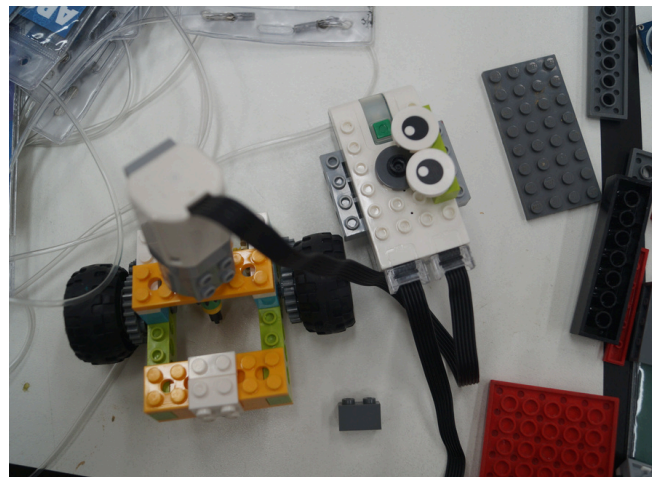
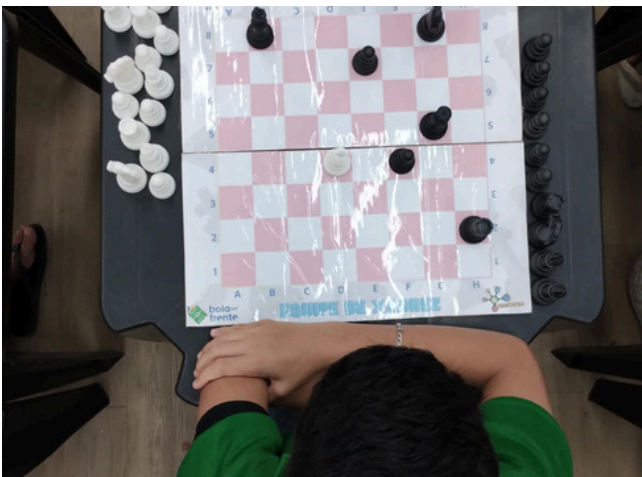
"My name is Ezequiel, I'm 14 years old, I'm in Cycle 5 and I like being at Bola because it's cool here, there are lots of activities. I really like the soccer lessons and the classroom lessons. What I like most is playing soccer, table tennis, and table football. I play soccer outside too, but I like it here more. I really like Professor Leonardo and Hulianna because they're really nice to me. Bola is really important to me, it's changed a lot in my life."

Ezequiel Cristian V. Coelho, 14 years old, student



PHOTOS





Social Pre-University Course

"If education alone does not transform society, without it, society will not change either"

Paulo Freire

The Social Preparatory Course is an initiative by the Bola Pra Frente Institute that aims to prepare low-income people for university entrance. The main focus is the UERJ entrance exams and the ENEM. The proposal is completely free and is open to people aged 16 and over, with no age limit.

We know that low-income people are the most affected by the lack of options for preparing for college entrance. In addition, this group constantly suffers from the shortcomings of public schools, which often do not have the conditions to offer all the subjects stipulated by the MEC and, even so, those that are offered are often not taught with quality.

In this sense, the project was created with the mission of promoting access to quality education for people in socioeconomically vulnerable situations, in the subjects included in the entrance exams in general, with a special focus on the ENEM and UERJ, with flexible hours for the beneficiary public and completely free of charge.

To this end, we offer the following subjects: Portuguese, writing, English, mathematics, physics, chemistry, biology, history, geography, sociology and philosophy.



Objectives

General Objective:

To promote the development of young people and adults in situations of socioeconomic vulnerability for civic practice, focusing on entrance exams to the academic world.

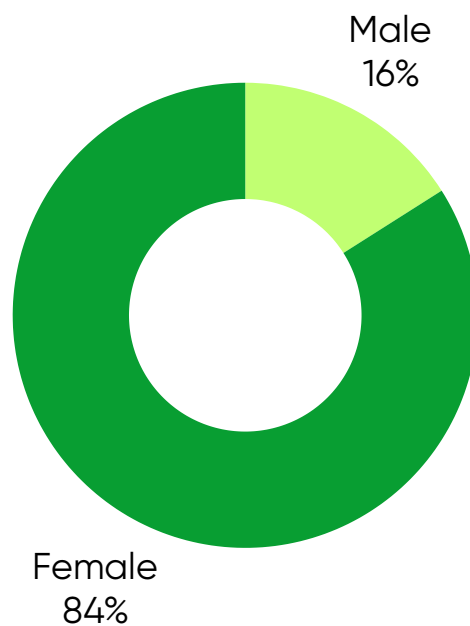
Specific Objectives:

- To promote the teaching of subjects covered and tested in entrance exams to the academic world.
- To guarantee and support actions that facilitate public access to university spaces.
- To offer social and psychological services to adolescents and young people in the project.

Attendance Scoreboard

The Bola Pra Frente Institute served, through the Social Pre-University Course, 30 people, students and graduates of the public education system, residents of the eight communities that make up the Complexo do Muquiço and neighboring neighborhoods.

Attendance Scoreboard			
Target Audience	Number of people served	Gender	
		Male	Female
Students	30	5	25
Families	30		
School	7		



PHOTOS



FINANCIAL AND HUMAN RESOURCES

We have a multidisciplinary team trained to serve students. This team was planned with the best possible service for students in mind, which is why we organized the team into sectors.

The pedagogical sector works directly with the public and is made up of educators and coordinators. In addition, Bola established the NAC, Community Service Center, made up of a social worker, psychologist, and nursing technician.

The administrative and operational sectors were organized to efficiently manage the organization's core activities. This team is made up of professionals responsible for the areas of Human Resources, Finance, Purchasing, Logistics, Cleaning, Kitchen, and Property Security.

In addition, since 2021 we have reopened the Muquiço Social Research and Innovation Center, a sector responsible for developing and organizing new projects, promoting research and knowledge production while planning more efficient practices for serving the target audience.

Regarding financial resources, Bola Pra Frente received sponsorships from the Sports Incentive Law and Private Social Incentive. Sponsorships are provided in order to expand the results and impacts of the projects. Thus, we have a variety of sponsors and partners.



HUMAN RESOURCES

Position	Formation	Amount	Weekly workload
General Director	Translation and Language	1	32h
Social Project Coordinator	Degree in Pedagogy and Physical Education	2	32h
Social Project Specialist	Degree in Cultural Production/Pedagogy and Postgraduate in Project Management	3	32h
Social Worker	Degree in Social Service	1	30h
Psychologist	Degree in Psychology	1	30h
Educator	Degree and Licentiate in Human Sciences	7	30h
Sports Instructor	Degree in Physical Education	4	30h
Pre-College Educators	Degree in progress in different areas	7	3h
Nursing Technician	High School Technical in Nursing	1	30h
Administrative Analyst	Degree in Accounting	1	32h
Administrative Assistant	Degree in HR and Complete High School	4	32h
Young Apprentice	High School in Progress	1	20h
Kitchen Assistant	Complete Elementary School	1	44h
Cleaning Assistant	Complete High School	1	44h
Doorman	Complete Middle and Elementary School	4	44h
Maintenance Technician	Complete High School	1	24h
HR Consultant	Postgraduate	1	20h

FINANCIAL RESOURCES

To ensure the full functioning of the Institute's activities, we rely on sponsors whose partnership is essential for the execution of actions.

In 2024, we have the following partners:

- Stiftung Pofifussballer Helfen Kindern
- Nike
- Fundação Itaú
- TD Synnex
- Global Giving
- Vale do Brasil
- Embaixada dos EUA
- CLG Carvalho Iago e Gondomar
- Laureus Sport for Good

These partners were essential for the ARTilheiro and Campeão de Cidadania projects, such as Social Pre-University Course. In addition, through these sponsorships, it was possible to make our own resources costs more flexible and optimize spending on other projects. Thus, our budget in 2024 was divided as follows:

ORIGIN OF RESOURCES	VALUES IN BRL (R\$)
1. Donations from International Companies	R\$ 485.811,71
2. Donations from National Companies	R\$ 259.308,65
3. Donations from International Foundations	R\$ 6.084,00
4. Donations from Tax Incentive Law revenues	R\$ 1.851.452,64
5. Financial Investment	R\$ 68.291,69
6. Other sources	R\$ 23.883,23
TOTAL	R\$ 2.694.831,92



Annual Report 2024



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