





REPORT  
**2022**



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## A YEAR TO RETHINK HUMANITY AND THE HUMAN CONDITION

*This pain might help people to answer  
if we are truly human.  
We are used to this idea,  
an idea that we have naturalized,  
but no one is paying attention  
to the true meaning of what it means  
to be human.*

Ailton Krenak

2022 was a paradoxical year – on the one hand, there was the joy of ending the isolation imposed by the coronavirus pandemic; on the other hand, the perplexity of realizing human fragility. Besides killing about 15 million people worldwide – more than 600 thousand in Brazil –, Covid-19 was a warning of the need to rethink the paths humanity has taken. Consumerism, immediatism, utilitarianism, and individualism have led to enormous social inequalities and the alarming destruction of the planet.

Founded in 1987, Pró-Saber has swum against this destructive current, adopting principles currently translated by the concept of Integral Ecology. It is a radical bet on the potential of each individual and on democratic education.

At Pró-Saber, we believe that any progress towards sustainability will only be transformative if there is an essential change in thinking that leads to the search for a new type of humanism. This new humanism arises from the understanding that Integral Ecology refers not only to the external ecology, but also to an internal ecology: the psyche, affections, spirituality, relationships, desires, and thoughts.



These are concepts inherent to a Psychopedagogy that combines Psychoanalysis with Education, considering that the human being is multidimensional – harbors reason, logic, objectivity, passion, desire, poetry, and his being in the world translates into all his relationships. Finally, the human being is incomplete, marked by a lack that cannot be filled – and for this reason is in constant movement.

Such human complexity means that the construction of knowledge does not take place only at the conscious level, because beyond there is the unconscious, a vast world of unknown forces to be explored. The methodology that emerges from this vision has two main cornerstones:

- Sensitivity is just as important as logic. It expands the capacity to understand the world and paves the way for the construction of knowledge. That is why Art is not just a prop, but rather a constituent part of Education, as it allows individuals to go beyond themselves.

- Curiosity is the engine of knowledge. That is why it is fundamental to rescue the child's experience, the naïve and curious gaze of children.

As a consequence of these principles, welcoming and listening are methodological foundations for a correct understanding of the contents. These principles guide all of Pró-Saber activities:

- Teacher Training Graduate Course;
- Psychopedagogy Specialization Course;
- Psychopedagogical Clinic;
- Padre Quinha School of Integral Education in Vale do Cuiabá.

These strands work in an integrated way, guided by the idea of a constellation, which is more than a set of stars: the concept has the power of the verb constellate, something that, in a network, illuminates and magnifies the life of the other. The construction of the Pró-Saber Constellation is an infinite process. Each educator who goes through the Teacher Training Graduate Course – which trains professionals in Early Childhood Education – becomes a transforming agent for the kindergartens where they work, for the children under their care, for their families, and for the positions of coordination and leadership they assume. Some continue their studies in the Psychopedagogy Specialization Course, expanding the dialogue with students working in other fields and contexts.



Reclaiming the space: meeting of the Classes of 2019 and 2022 in the Pró-Saber garden.

## TEACHER TRAINING GRADUATE COURSE IN THE ELEMENTARY EDUCATION PROGRAM

*Graduation, admission, partnerships: the constant renewal of Pró-Saber.*

The year 2022 was intense for the Teacher Training Graduate Course. After two years of the pandemic, in addition to the resumption of in-person classes, Cultural Literacy activities, and the monitoring of the nurseries and kindergartens, our team was concerned with expanding the scope of our actions and seeking partnerships to amplify the impact of our work in the communities where our undergraduate students are working (see page 34). The graduation of the Class of 2019 and the holding of the Tenth Admission Examination for the Teacher Training Graduate Course were two other highlights of the period, symbolizing the constant renewal of Pró-Saber's work in the building of quality education in Brazil.

The graduating class was a group of 26 teachers and 2 educators working in 20 nurseries and Early Childhood Education centers in 17 neighborhoods of Rio de Janeiro. Those who passed the licensure exam make up 37 professionals working in 31 institutions in 23 neighborhoods of Rio de Janeiro.

*"I knew how to take care of a child, but I didn't know how to raise a child. Today I know the value of it. A family comes to tell me that their son has joined the Air Force, another invites me to the boy's 15th birthday. The work lives on. I'm very proud of that."*

Silvia Helena de Oliveira  
Coordinator of the Santa Mônica Nursery (Borel)

*Pró-Saber's Teacher Training Graduate Course with Qualification in Early Childhood Education was accredited by the Brazilian Ministry of Education and Culture in 2004. It is a free private school for educators working in Early Childhood Education, primarily in poor communities in the municipality of Rio de Janeiro. It has trained 211 teachers.]*



Graduation of the Class of 2019  
in the Teacher Training Graduate Course

## PSYCOPEDAGOGY SPECIALIZATION COURSE

*A course to spread the Psychopedagogy developed and defended by Pró-Saber*

*“Man is a creation of desire,  
not a creation of need.”*

**Gaston Bachelart**

The Psychopedagogy Specialization Course is an essential element of the Pró-Saber's Constellation. The course was created in 2011 and is aimed at graduates from any field of knowledge who are interested in understanding the theory of Psychopedagogy. In 2022, 175 people enrolled, the absolute majority of whom were male and female teachers working in 171 institutions in Rio de Janeiro. Since 2014, the year of the graduation of our first class, 195 professionals have completed the program. It is a tuition-based course, and the proceeds are used entirely for Pró-Saber's activities. Special scholarships are granted to graduates from the Teacher Training Graduate Course who wish to specialize.

In 2021, we launched a free online course for teachers at the Padre Quinha School of Integral Education, Pró-Saber's application school in Vale do Cuiabá (Cuiabá Valley). In this way, we have extended the idea of in-service training – already prevalent in the Teacher Training Graduate Course – to the specialization, enriching the practice of the Cuiabá team, which has been guided and supervised by Pró-Saber since 2010.



The Class of 2018 in the Psychopedagogy Specialization Course at the end of the course.

*“It was a relief to be introduced to this work, which looks at the individuals who make up the educational community not as numbers, performances or objects, but as subjects who have a story beyond the commonplaces. A private institution that looks at the public school and invests in it, it sees the power that exists there.”*

**Lucia Maria Guedes Albrecht, Class of 2018  
Specialization in Educational Psychology.**



## PSYCHOPEDAGOGICAL CLINIC

*Prioritizing the support for  
public school students*

**It is the supervised internship of the Psychopedagogy Specialization Course and an important link between theory and practice in the course. It is free of charge and gives priority to children from public schools and scholarship students from private schools. It was established in 1987 and played a central role in the founding of the Institute. The experience of caring for children and adolescents with difficulties in school showed the enormous gap between those who had access to early childhood education and those who did not. While the children of the first group entered first grade almost completely literate, the others were practically condemned to not learning. This observation led to the decision to focus on training teachers for early childhood education teachers and the conviction that this should be a top priority in Brazil.**

**Our clinic served 99 children from 45 schools in 2022. We have 44 children on our waiting list.**



## BEYOND THE WALLS OF SCHOOLS

*Constellate Rio, constellate the sea,  
turn the Sugar Loaf upside down.*

Translation of Pró-Saber's samba,  
originally by Ciça da Silva

The Constellation Project is guided by the conviction that every kindergarten or early childhood education center is a social-educational hub. The work we do with the children spills over into their families and has the potential to positively impact the entire surrounding community. Solidarity is part of the daily life of these communities.

Pró-Saber has supported movements led by partner institutions – those in which the students of the Teacher Training Graduate Course work. In 2018, we conducted a study on the situation of 23 kindergartens in 18 favelas in Rio de Janeiro based on the information provided by 27 of our students. We mapped the waiting lists, family participation, and physical facilities offered by each unit. The survey led to a pilot project in 3 kindergartens in Morro do Borel, in the Tijuca neighborhood, and helped us to form partnerships for work that significantly improved the conditions of these institutions.

In 2022, we expanded our actions.



## THE STRENGTH OF WOMEN:

The education profession in Brazil is fundamentally female. For this reason, since the inception of the Constellation Project in 2002, women have been at the center of Pró-Saber's work, not only in the training of preschool teachers, but also in the training of community leaders, which includes the coordinators, directors, and mothers of the children who attend the preschools and kindergartens.

In the last 20 years, women have conquered space in many areas and have articulated themselves to demand public policies for them at work, in health, education, public security, and in the discussion about the nation they want. On the occasion of the 2020 Brazilian elections, Pró-Saber organized the event "The strength of Women in Democracy", where we remembered the struggle of women for the right to vote, discussed the role of each of the powers at the state and federal levels, and the importance of community participation in the formulation of public policies.



*"The greatest legacy of these classes is to put tools in our hands and lead us to a place of speech."*

Gilmara Soledade, student

## "MARIA DA PENHA GOES TO KINDERGARTEN":

The Institute, attentive to one of the most visible aspects of women's issues, organized an unprecedented series of classes on the prevention and combating of violence against women, with a version of the program "Maria da Penha goes to school" (\*), addressed to professionals of child education.

In its first edition, the course was aimed at former students of the Teacher Training Graduation Course. We received 32 applications - all from women. The students attended eight classes in September and October and were informed about Brazilian legislation and the network for the protection of women.

They were also able to discuss how to recognize signs of violence in the attitudes of children and their families, and were convinced of the importance of working from kindergarten on with the idea that men and women can and should live together in harmony and with respect.

We presented the results of the first edition of the course at an event in early December that was also attended by the Grupo Mulheres do Brasil (GMB) [Women of Brazil Group]. Since then, Pró-Saber has sought other partnerships with GMB and recently proposed the creation of a nucleus for women educators.



Pró-Saber team and students at the presentation of the results of the course "Maria da Penha goes to kindergarten".

(\*). Created in 2014, the program aims to disseminate in schools the Maria da Penha Law (2006), which was formulated to protect women from domestic and family violence. The law is named after the pharmacist Maria da Penha Fernandes, who fought for justice after being left paralyzed by the aggressions of her former husband.

## OPENING DOORS TO FREE THINKING

*Liberdade, liberdade,  
abre as asas sobre nós  
E que a voz da igualdade  
Seja sempre a nossa voz.*<sup>1</sup>

Samba song of “Imperatriz Leopoldinense”  
samba school

In 2022, Pró-Saber gave space to meetings aimed at (re)thinking the current world, its challenges and paths, based on the convictions already exposed in the introduction of this report. Such an approach has reaffirmed our commitment to freedom, democracy, art, and joy. The space “É de quinta” (something like “Always on Thursdays”) gathered more than 300 hundred people in three meetings:

- Science, Philosophy, and Education, with Tomás Prado, Doctor of Philosophy and Professor at the ABC Federal University;
- Psychoanalysis and Spirituality, with José Moura Gonçalves, Doctor of Social Psychology, Psychoanalyst and Professor at USP;
- Spirituality and New Humanism, with Frei Betto, Dominican friar, journalist, and writer.

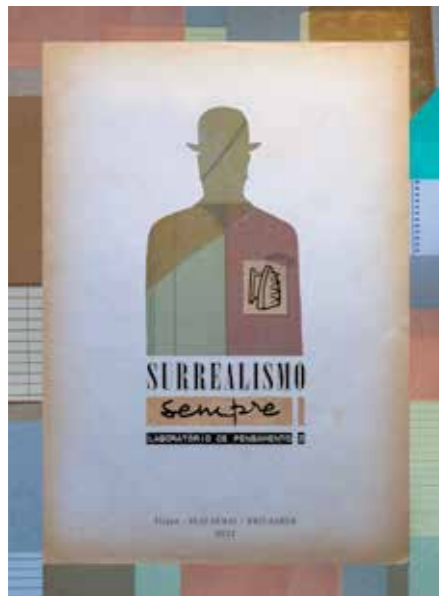
**NÃO DEIXE O SAMBA MORRER:** The verse of the samba song by Aloísio Silva and Edson Conceição [translated as “Don’t let the samba die”], immortalized in the voice of Alcione, was the motto of the big party organized to give a voice to male and female educators in defense of freedom and democracy. About 250 people filled the Pró-Saber garden for an event that included testimonies from teachers and the presence of Marina Silva, current Minister of the Environment, who was there as an educator and defender of Brazilian democracy. The celebration of freedom ended up, of course, with samba.



<sup>1</sup> “Freedom, freedom, spread your wings over us /  
And may the voice of equality / Be always our voice.”

**SURREALISM FOREVER:** The dissolution of the boundaries between art and life, proposed by André Breton in 1924 in the first Surrealist Manifesto, remains an important reference for contemporary thought. For this reason, we chose Surrealism as the theme for eight meetings between Pró-Saber and the team of the SESI School in Petrópolis, events that were part of the Thinking Labs project, launched by Pró-Saber in 2016.

The book *Surrealismo sempre* [Surrealism forever] is added to two other publications inspired by our Thinking Labs: *Ética* [Ethics] (Escola Parque) and *Educação como obra de arte* [Education as a work of art] (Colégio Andrews). Our labs are designed according to the needs of each school and have also been present at the Joaquim Abílio Borges Municipal School and Padre Quinha School of Integral Education.



**SHAKESPEARE:** William Shakespeare's comedy was the topic of the lecture given by Marlene Soares dos Santos, professor at the Federal University of Rio de Janeiro (UFRJ), one of the leading specialists on the work of the English playwright. Since 2018, Pró-Saber has hosted a reading group of Shakespeare's work led by Fernanda Medeiros, professor at the State University of Rio de Janeiro (UERJ). The reading group offers reflections on important issues that transcend the human condition and feeds our pedagogical proposal.

**AO LARGO JOURNAL::** With the intention of rethinking the conjunctions between art, philosophy, and education, Pró-Saber published the first issue of its journal "Ao largo" in 2015. In 2022, the journal published its 11th issue. "Ao largo" is a virtual journal and can be accessed in about 50 countries.

*The complete collection and all the books are available at:*

<http://prosaber.org.br/publicacoes.asp>

## COURSES OFFERED

Pró-Saber also offers courses and workshops that address concrete issues in the daily life of teachers.

Below are our offerings for 2022:

- Psychopedagogy at school;
- Workshop on the role of games in the construction of knowledge;
- The Art of Reading and Storytelling;
- State-of-the-Art Experiences;
- The Pikler Approach;
- Literature, Books, and Childhood.

## **PADRE QUINHA SCHOOL OF INTEGRAL EDUCATION**

*Far beyond sight: the Universe  
as discovered by Astronomy*

*The boundary between space and  
Earth is purely arbitrary.  
And I'll be always interested in  
this planet - it's my favorite.*

**Carl Sagan, astrônomo (1934-1996)**



The sun represented in the drawings of the students of Padre Quinha School.

Integral Ecology is part of the universe of the children of Padre Quinha School of Integral Education since 2020. It is a part with this name because its principles guide the pedagogical project of the school since Pró-Saber took over the coordination in 2011. Located in Vale do Cuiabá, Petrópolis (a city in the state of Rio de Janeiro), Padre Quinha is Pró-Saber's laboratory school and has become a reference for its quality in the region. In 2021, the school ranked first in the Ideb (Portuguese acronym for the Basic Education Development Index) for the municipality of Petrópolis.

At the base of this performance is a project that we can call the Pedagogy of Curiosity and Discovery. At Padre Quinha School, each year a theme is chosen to stimulate the children's curiosity, which is the driving force behind the search for knowledge. There is always an enigma to be solved, which arouses the interest of the children and their desire to find answers. The theme is the same for all classes and integrates the content of all subjects.

The theme for 2022 was Astronomy, and the guide in this adventure was the astronomer Carl Sagan, through whose work the children discovered planets, stars, constellations, and the evolution of the exploration of the universe, reflecting on our origins and journeys.

This was the end of a trilogy that began in 2020 with the discoveries related to our dwellings - our inner dwelling place, our own homes, the neighborhood, the city, the nation, until we reached the Earth, the dwelling place for all of us, which must be cared for by everyone. In 2021, the four elements - earth, fire, water, and air - were our theme of exploration.

Padre Quinha is a public religious school that has an agreement with the Diocese of Petrópolis and is part of the municipal education system. In 2022, 156 children between the ages of 5 and 11 were enrolled in the school.

## COMMUNITY OF VALE DO CUIABÁ

The work developed by Padre Quinha School is part of the actions of Pró-Saber in Vale do Cuiabá to integrate school and community in the search for a better quality of life. The anchor of these actions is the Santa Terezinha Educational Center, which celebrated its 70th anniversary in 2017. In addition to the Padre Quinha School, the Center houses the Recanto Arco-Íris Children's Education Space and the Integral II Project.

### ARCO-ÍRIS NURSERY SCHOOL:

It is a private institution that works with children from 2 to 4 years old, who receive free full-time education. At the end of the nursery cycle, they automatically go to Padre Quinha School. As of 2022, the fourth period of pre-school education gained a space within the school's facilities, in order to increase the integration with the elementary school. The work developed by Arco-Íris confirms the importance of a quality pre-school cycle as a cornerstone for good performance in elementary school. All students are literate by the end of the first year. In 2022, Arco-Íris served 61 children.



A student from the Arco-Íris Nursery School, in Vale do Cuiabá.

## INTEGRAL II

The Integral II Project was created in 2018 to take care of former students of the Padre Quinha School who, after completing the 5th year of elementary school, started attending other schools in the region that work in a single shift. We offer activities at alternative times to the regular school, so that the young people have a full-time education.

In 2021, the project took on more political contours, focusing on citizenship awareness, inspired by the Theater of the Oppressed - idealized by Augusto Boal in the 1960s. During these two years, we worked on activities such as image theater, newspaper theater, aesthetics of the oppressed, legislative theater, invisible theater, and forum theater, all based on issues brought by the children themselves.

Throughout the year, we explored themes of community, racism, sexism, misogyny/sexism, and systems of oppression.



A teacher and students from Integral II.



*Pró-Saber would like to thank its sponsors  
and to all of those who, with their support,  
contribute to a quality education.*

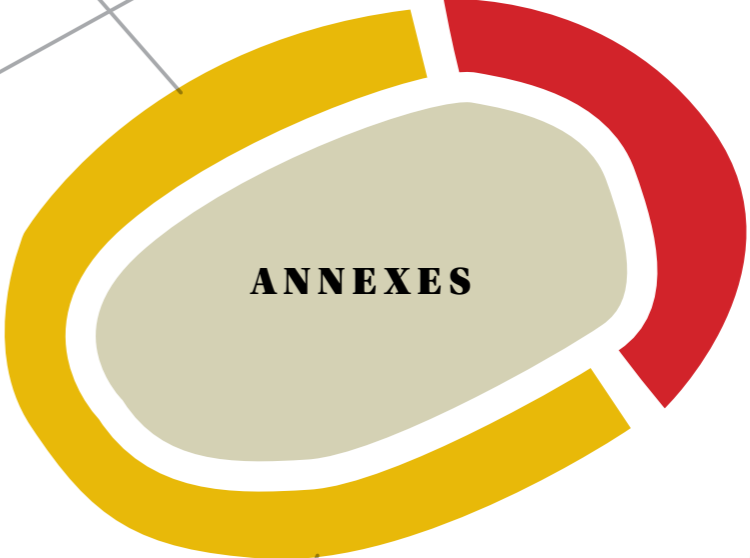


PREFEITURA DE  
PETRÓPOLIS



PUC  
RIO





**ANNEXES**



## PRÓ-SABER IN NUMBERS

<b>GRADUATION - tuition-free</b>	
Teachers graduated since 2007	211
Number of graduating students	28
Communities/Neighborhoods where Pró-Saber has worked since 2004	78
Institutions served in 2022	60
Enrolled students	60*
Faculty	18
* At the beginning of the academic year	

<b>SPECIALIZATION COURSE</b>	
Psychopedagogical students since 2014	195
Scholarship students (partial or full)	102
Enrolled	183*
Faculty	14
* At the beginning of the academic year	

<b>PSYCHOPEDAGOGICAL CLINIC</b>	
Children served	99
Children on the waiting list	44
Schools served	45
Professionals	20

<b>THOUGHT LAB - since 2016</b>	
Schools served	5
Participating teachers	95

<b>AO LARGO JOURNAL - since 2015</b>	
Edições	11

<b>EXTENSION PROGRAM - participants</b>	
Psychopedagogy at School	26
Maria da Penha goes to the kindergarten (free of charge)	32
The role of games in the construction of knowledge - Workshop	25
The art of reading and storytelling	18
State-of-the-Art experiences	15
The Pikler Approach	18
Literature, books, and childhood	22

<b>LIBRARY - free of charge</b>	
Books in the library	5.300
Number of consultations of the library collection through the website	1.175

<b>SANTA TEREZINHA EDUCATIONAL CENTER (VALE DO CUIABÁ) - free of charge</b>	
Students served	156
Literate students in the 1st grade of Primary School (100%)	27
Students served by Integral II	22
Children served in the Recanto do Arco-Íris Nursery School	61

<b>EVENTS - free of charge</b>	
Maria da Penha goes to the kindergarten (conversation circles)	35
Science, Philosophy, and Education	93
Surrealism Forever	56
Shakespeare's Comedy	49
The Blackening of Educational Psychology	31
The Power of Women in Democracy	46
Psychoanalysis and Spirituality	36
Spirituality and New Humanism	139
“Não deixe o samba morrer “	236

## STUDENT WORKPLACES

INSTITUTION	NEIGHBORHOOD
Teresa de Jesus Shelter Home	Maracanã
Dr. Marcello Cândia (Santa Mônica)	Tijuca
Dr. Marcelo Candia (Chácara do Céu)	Tijuca
Nossa Senhora da Aparecida Community Center	Cachambi
União Faz a Força Community Center	Meier
Cristo Redentor Child Education Center	Cosme Velho
Madre Josefa Educational Center	Inhaúma
Andrews School	Botafogo
Logosófico School	Rocinha
Objetivo School	Botafogo
Cantinho Feliz Nursery School	Itanhangá
Cantinho Feliz Nursery School	Santa Teresa
Chapéuzinho Marrom Nursery School - Mitra	Tijuca
Lar de Pierina Day Nursery School	Copacabana
Espaço Semente Nursery School	Tijuca
Fiocruz Daycare Center	Flamengo
Arco-Íris Municipal Daycare	Centro
Comunidade do Jacarezinho Municipal Daycare	Jacarezinho
Tia Amália Municipal Daycare	Cosme Velho

INSTITUTION	NEIGHBORHOOD
Padre Aleixo Daycare Center	Flamengo
Criativa Nursery School	Copacabana
EDI Igor Moraes da Silva	Alto da Boa Vista
EDI Lilly Marinho	Catumbi
EDI Professora Edir Caseiro Ribeiro	Rocinha
Cristo Redentor Child Education Center	Cosme Velho
Casa da Mangueira School	Botafogo
Comunidade do Cantagalo School	Copacabana
Eliezer Max School	Ipanema
Objetivo School	Itanhangá
Cantinho Feliz Nursery School	Santa Teresa
Cantinho Feliz Nursery School	Tijuca
Professora Helena Lopes Abranches Municipal School	Gardênia Azul
Parque School	Gávea
Casa Santa Inez Foundation	Gávea
São Joaquim Foundation for Social Assistance	Tijuca
Germinal da Vila	Vila Isabel
Nova Jerusalém Community Group and Nursery School	Rocinha
Luiz Antônio Educational Institute	Vila da Penha
PCRJ (Dr. Cícero Penna Municipal School)	Copacabana



## OUR TEAM

**Rector**

**Maria Cecilia Almeida e Silva**

**Vice-rRector and Graduation Level Director**

**Clara Almeida e Silva Araujo**

**Pedagogical Director**

**Maria Madalena Costa Freire**

**Administrative Director**

**Heloisa Beatriz de Oliveira Franco Protasio**

**Specialization Level Director**

**Ana Maria Carpenter Genescá**

**Psycopedagogical Clinic Director**

**Ana Celina Vasconcellos**

## Graduation teaching staff and visiting professors

Clara Almeida e Silva Araujo - **Specialist in Psychopedagogy**  
Claudia Sabino Marques - **Specialist in Psychopedagogy**  
Cristina Laclette Porto - **Doctor of Psychology**  
Cristiano Cardoso da Silva - **Master of Education**  
Flávia de Andrade Viveiros Quadrelli - **Quality Expert**  
Heloisa Beatriz de Oliveira Franco Protasio - **Specialist in Psychopedagogy**  
Isabella Massa de Campos - **Specialist in Education**  
Isis Flora Santos - **Master of Education**  
Julia Baumann Campos - **Master of Education**  
Liana Garcia Castro - **Doctor of Education**  
Lívia Larissa de Lima Lage - **Master of Education**  
Maria Cecilia Almeida e Silva - **Master of Education**  
Maria Delcina Feitosa - **Specialist in Institutional Design for Distance Learning**  
Melissa Batista Lamego - **Specialist in Psychopedagogy**  
Paula Pinheiro Guimarães Padilha - **Doctor of Philosophy**  
Patricia Gonzalez - **Specialist in Psychopedagogy**  
Pedro Bonfim - **Doctor of Philosophy**  
Priscila Silva de Almeida - **Specialist in Psychopedagogy**

## Specializing teaching staff and visiting professors

Ana Celina Vasconcellos - **Doctor of Philosophy**  
Ana Maria Carpenter Genescá - **Master of Psychology**  
Ana Paula Oliveira e Silva Carneiro - **Master of Psychology**  
Cinthia Peixoto Figueiredo Vieira - **Master of Technology**  
Cristina Laclette Porto - **Doctor of Psychology**  
Danielle Goldztajn - **Specialist in Psychopedagogy**  
Denise Sampaio Gusmão - **Doctor of Psychology**  
Heloisa Beatriz de Oliveira Franco Protásio - **Specialist in Psychopedagogy**  
Laís Azevedo dos Santos Machado - **Specialist in Psychopedagogy**  
Leonardo Vianna Silveira - **Specialist in Psychopedagogy**  
Liana Garcia Castro - **Doctor of Education**  
Luciana Salles de Bragança Moraes - **Doctor of Literature**  
Pedro Bonfim - **Doctor of Philosophy**  
Rita Barbosa Coutinho - **Specialist in Psychopedagogy**  
Sancia Lucia Almeida Velloso - **Specialist in Psychopedagogy**  
Tereza Cardoso Ourivio - **Specialist in Psychopedagogy**

## Clinic

Alessandra Marques - **Specialist in Psychopedagogy**  
Ana Celina Vasconcellos - **Doctor of Education**  
Ana Cristina Paiva - **Specialist in Psychopedagogy**  
Cinthia Peixoto Figueiredo Vieira - **Master of Technology**  
Cristina Aguirre - **Specialist in Psychopedagogy**  
Danielle Goldsztajn - **Specialist in Psychopedagogy**  
Diana Hime - **Specialist in Psychopedagogy**  
Flavia Berredo - **Specialist in Psychopedagogy**  
Heloise Marinho - **Specialist in Psychopedagogy**  
Lais Azevedo dos Santos Machado - **Specialist in Psychopedagogy**  
Luciana Moraes - **Doctor of Literature**  
Maria Eduarda Quiroga Fernandes - **Especialista em Psicopedagogia**  
Mariana Bacha - **Specialist in Psychopedagogy**  
Marta Fortunato - **Specialist in Psychopedagogy**  
Samantha Schereier - **Specialist in Psychopedagogy**  
Stella Scaglioni - **Specialist in Psychopedagogy**  
Valéria Filippo - **Specialist in Psychopedagogy**  
Vivianne Candiota - **Specialist in Psychopedagogy**  
Tatiana Pina - **Specialist in Psychopedagogy**  
Teresa Cardoso Ourivio - **Specialist in Psychopedagogy**

## Administration

Adriana Baião - **Finance**  
Claudia Casa Nova - **General Secretariat**  
Flávia Quadrelli - **Administrative-Academic System Management**  
Geneci Felix - **TI**  
Sebastião Antônio de Oliveira - **Aide**

## Communication Department

Lucila Soares - **Content Coordinator**  
Fernanda Pinto - **Graphic Design**  
Carla Magno - **Social Networks**  
Uaal - **Website**

