

FOOTBALL3

IMPLEMENTATION GUIDE



Fundação
EPROCAD

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**"Ensinar é um exercício de imortalidade. De alguma forma
continuamos a viver naqueles cujos olhos
aprenderam a ver o mundo pela magia
da nossa palavra. O professor,
assim, não morre jamais...
" (Rubem Alves)**



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FOOTBALL3 IMPLEMENTATION GUIDE

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PRESIDENT'S SPEECH

It is a great satisfaction and joy to be able to say that EPROCAD Foundation continues to walk the path of social transformation for thousands of young people and their families through Football3. Managing our centers, developing daily activities with our youngsters and their families and participating in various events that benefit many people are great challenges. I am privileged to be in charge of this institution. EPROCAD Foundation has been caring for children, adolescents and their families through sports and making dreams come true. I thank all sponsors, supporters and partners for trusting our work and especially our collaborators for caring, being committed and dedicated to our youngsters”.

Enjoy reading it,



Paula Cristina Ghirardello
Volunteer President



INTRODUCTION

EPROCAD Foundation was founded in 1985 as an entity for sports development support in the city of Santana de Parnaíba - SP. It aims to provide social assistance through educational sports practices, and also to contribute to human development, empowerment and accessibility of children and adolescents to their basic rights. This mission came from the awareness of the need to act in favor of Santana de Parnaíba's population, a town with alarming characteristics when it comes to social inequality.



Photo: EPROCAD Foundation Team

According to the Atlas of the Municipal Human Development Index - MHD (PNUD / IBGE, 2013) formed, Santana de Parnaíba is ranked 16th among all municipalities in the country (0.814) - all indexes above 0.8 are considered "very high". However, this scenario does not portray the reality of the municipality, since, according to IPRS 2014 data (Paulista Social Vulnerability Index), Santana de Parnaíba belongs to "Group 2 - Municipalities which, although with high levels of wealth, do not present good social indicators", demonstrating social inequality in the municipality.

In 2004, EPROCAD Foundation was introduced to "Football3" and adopted this methodology for its practices.¹ Over the years, this approach has been applied in several Foundation EPROCAD service centers and has served as the basis for the participation and performance of national and international events and festivals, both as players and as diffusers of the methodology.

"Football3" explores the potential of football as an instrument of pacification by providing the environment and practice that enable young people to act as protagonists and agents of their own development, by stimulating communication, responsibility, empathy, cooperation, among other skills that lead to development of human values.

Due to its goal of becoming a reference in the use of sport and, more specifically, football as a tool for social transformation, EPROCAD Foundation has developed this material as a "Guide for Implementing Football3". This guide aims to spread the methodology and assist in the process of introduction in groups that are having the first contact with the approach, so that more and more young people can benefit from the use of this tool that has already proven effective in stimulating human development, increase living conditions and socio-emotional skills and performance in their communities as agents of transformation.

¹Check "Futebol3 – Uma Nova Visão do Jogo: significados e práticas construídas pela Fundação EPROCAD" for further information on introduction of the methodology in Brazil and EPROCAD Foundation.

THE METHODOLOGY

“Football3” started from the insight of the need to use football as an instrument to increase peace and social transformation. In 1994, during the United States World Cup, Andrés Escobar scored an own goal, causing the elimination of the Colombian national team, which had expectations for being one of the best teams that the country had formed. As a result, Andrés Escobar was assassinated a few days after the elimination of his national team.

This event mobilized social leaders, professors and university students who, headed by Jürgen Griesbeck, started a movement to study many social events that might were involved in the situation. Thus, in order to use football as an instrument of pacification, since this sport, given its popularity, has great mobilization capacity, Jürgen and his collaborators created “Football3”.

“Football3” is a game that differs from conventional football for several reasons: match format, playing field and match agents.



Photo: Football3 Festival at EPROCAD center

THE MATCH FORMAT:

As its name suggests, Football3 is divided into 3 game periods:

1ST PERIOD

Pre-match discussion: when both teams will collectively decide the rules for that game.



These rules may include sporting aspects, social and emotional skills,

the celebration of the game, meeting different demands and characteristics of the group involved, etc.;

2ND PERIOD

When the teams will actually play



by the established rules

created in the pre-match discussion;

3RD PERIOD

Post-match discussion: when the teams will discuss



the positive and/or negative incidents of the game

and reflect on their and the opponent's attitudes and reward points based on this discussion.

PLAYING FIELD

It can be absolutely in any available space. Since the rules of the game will be created in the pre-match discussion, they can adapt the match to the space where it will be held, allowing the use of spaces with varied sizes and characteristics, with or without the presence of signaling, goal posts and even obstacles.



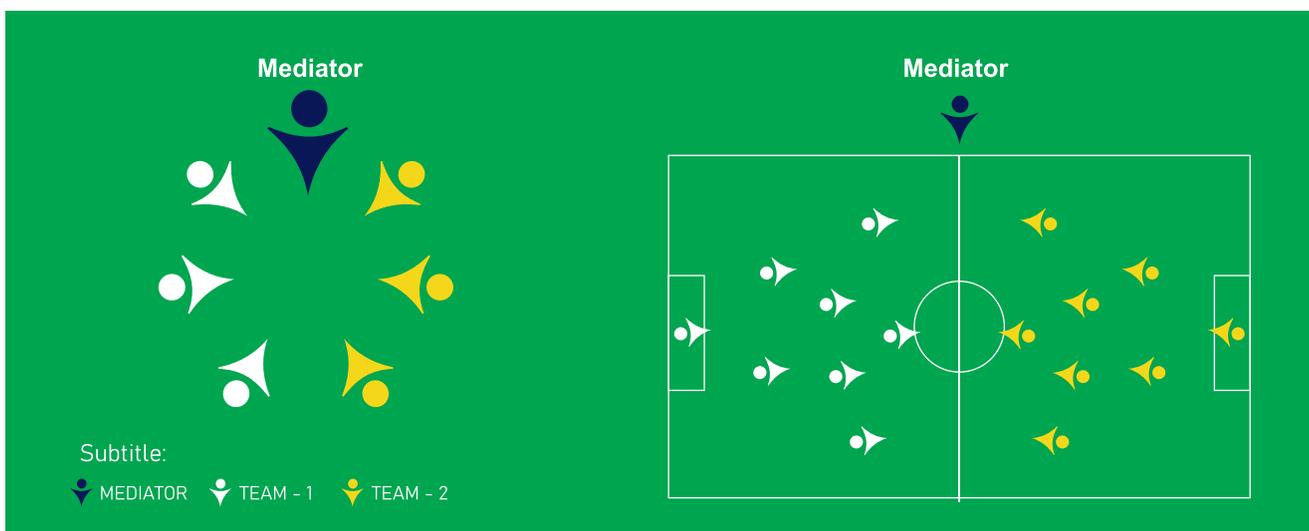
Photo: Football3 match at EPROCAD center



Photo: Football3 match at EPROCAD center

PARTICIPANTS IN A MATCH

A Football3 match is composed by players from both teams, who are the protagonists of the activity, as they will be the ones who make the rules and decisions throughout the game. This happens because one of the main differentials of Football3 is the absence of referee and the presence of a mediator. This mediator has the responsibility of intervening in a constructive manner, stimulating players without interfering in any decision that must be made throughout the game.



* Check the MATCH WORKSHEET attached on the inside of the back cover.

FOOTBALL3 AS A TOOL FOR SOCIAL TRANSFORMATION

It is evident that football is one of the most popular sports in the world. Its potential for mobilizing crowds enables its use as a tool for various purposes. It can provide experiences that exploit its professional, commercial, political, cultural and social scope.

To explore its social potential, football can be used as an sports educational tool, that is, as a way to provide children, youth and adults in different situations of vulnerability better living conditions by expanding their access to basic rights, development of socio-emotional skills and human values.

The methodology of "Football3" is part of the universe of sports educational practices, due to its nature of stimulating personal, emotional and often even social development of its participants. Because of its structure and proposal, the systematic practice of Football3 enables a person to develop and stimulate socio-emotional skills that can lead to the understanding of human values and their applicability in community life. These competences are addressed in the document Dimensions and Development of General Competencies of the BNCC (Common National Curriculum Basis) and are part of a set of skills that are necessary for life in the 21st century and that will be exposed below.



Photo: Football3 Tournament at the FIFA Foundation Festival 2018



Photos: EPROCAD Foundation team in France at official FIFA event

Photo: Football3 Tournament at the FIFA Foundation Festival 2018

BNCC

The General Competences of the Common National Curriculum Base, or BNCC, were determined based on ethical, aesthetic and political rights addressed by the National Curriculum Guidelines, taking into account knowledge, skills, attitudes and values needed for life in current times.

In order to understand the developmental potential of these general competences, one must consider the knowledge and skills contained in each one of them and thus intensify individual's learning.



Among the General Competencies addressed by BNCC, it is possible to observe, through practice, that "Football3" provides situations that stimulate the development of some of them in particular:

A - Communication - use of languages in different forms, expression of ideas, information, feelings and experiences that can lead to mutual understanding.

B - Argumentation - use of information and facts in order to formulate and defend points of view aiming for common decisions, considering others' rights, responsibility and ethical conscience.

C - Self-awareness and self-care - understanding and caring for physical, mental and emotional health, critically recognizing one's own and others' emotions.

D - Empathy and cooperation - exercise of dialogue, conflict resolution, respect and promotion of respect for others, human rights, valuing diversity.

E - Accountability and Citizenship - actions on behalf of a group, with autonomy and responsibility and making decisions based on ethics, democracy, inclusion, solidarity and sustainable principles.

The need for these skills can be observed in the various situations of each of the three periods of the Football3 match. For example, in the pre-match discussion, it is needed to have communication and argumentation related skills; in the second period, self-awareness and self-care can play an important role; in the post-match, the need of empathy, responsibility and citizenship is evident. It is noteworthy, however, that the presence of one competency is not limited to just one game period, as they can permeate all actions of the game, as cooperation, for example, which is essential all the time.

THE MEDIATOR ROLE

In order to achieve the goals of the program, it is necessary that all the participants involved act in a way to stimulate the steps of the process and benefit the proposal. Thus, the mediator plays a key role in the success of a Football3 match, given its importance to enable and facilitate the paths that lead to the methodology's goals - to provide human development.

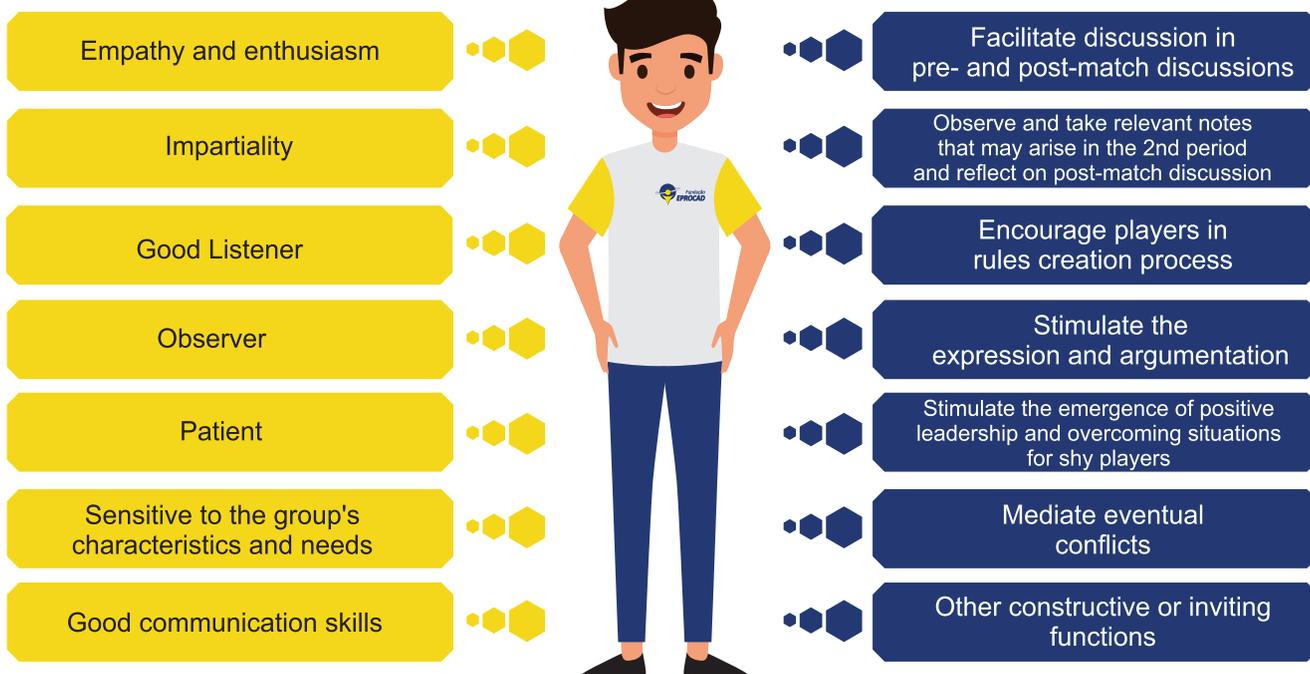


Photo: Mediator using Match Worksheet

According to "Football3 Handbook", produced by the "StreetFootballWorld" network, a mediator must present, as main features:

MEDIATOR

Inside the match using the Method of Football3, the mediator has the main functions:



Thus, the mediator should use the characteristics mentioned above to articulate actions within a match in order to stimulate the development of the General Competences that a Football3 match encompasses. That is, through an empathetic, impartial and enthusiastic posture, the mediator should stimulate communication, argumentation, self-awareness and self-care skills, empathy and cooperation, accountability and citizenship. This mediation will also be facilitated by the communicative skills the mediator can employ to stimulate constructive discussion in a sensitive, observant and patient manner.

THE PLAYERS ROLE

Like the mediator, players also have an essential role to achieve the Football3 match goal.

Since they are the protagonists of the activity, it is essential that players are encouraged and able to commit to the proposed methodology.



Photo: Activity at 120, center of EPROCAD Foundation

In order to enjoy the full potential of developing skills and human values that the methodology provides, being able to transfer this knowledge to everyday life in their community and, consequently, playing a role of agent of transformation and reaching new paths and possibilities, the players need to commit to understanding the meanings of Football3 practice. This understanding takes time and practice, as the situations that the periods of the match offer can often be unprecedented in the participants' lives and eventually pull them out of the comfort zone. This is because in many educational models, youngsters do not have the possibility of being protagonist, expressing themselves as desired or needed, and having the task of solving conflicts and situations with autonomy.



Photo: Football3 Festival at EPROCAD center



Photo: Football3 Festival at EPROCAD center

Thus, it is necessary for players to keep in mind the importance of their proper involvement for a good development of each game period. So, with involvement and participation, the discussions held at each match period enhance the emergence or development of the General Competences present in the activity. The more involvement of the players, the better development of communicative, understanding, empathy and cooperation skills.



Photo: Activity at 120, center of EPROCAD Foundation

METHODOLOGY IMPLEMENTATION



Photo: Activity at EPROCAD center

The potential of social change and human development that “Football3” presents makes it very attractive to be used as an educational tool in different contexts. From environments with young socially vulnerable people to economically favored circumstances with lack of skills, values and autonomy development, Football3 can play the role of enabler to improve this knowledge and skills.

However, implementing the methodology in a group that is in contact with this concept for the first time may be complex. This happens because, as it was already pointed out, the stimulus that most of these young people receive from their living environments usually do not make room for youth protagonism, autonomy and competences development.



Photo: Activity at Barueri, center of EPROCAD Foundation

The purpose of this material is to offer information and options to open new ways for implementing “Football3” in a group that never had contact with this methodology. Based on the ideas proposed by the Theory of Change, some reflections on possible ways and suggestions to practice are presented below, so that a group can enjoy the full potential of “Football3”.

THEORY OF CHANGE

According to the UNDAF Companion Guidance, Theory of Change is a tool that demonstrates what goals an intervention should achieve and how they will be achieved by analyzing the causes and evidences of the process. It helps to identify solutions for difficulties or problems and their causes, so it is possible to define which approaches will be used in that program. It is like foreseeing the beginning and end of a path, and tracing the way from one point to the other, usually with a

“backward” attention, in order to keep in mind the end of the process (the goals) and programming the path backwards (strategies) to achieve the desired results.

This concept also assists in the process of making adaptations to the path of the project if the approach is not producing results or to anticipate risks and failures.

EXPERIENCES

Aiming to assist in the implementation process of “Football3” and considering the track of Theory of Change, testimonials from the EPROCAD Foundation educators were recorded, talking about difficulties and what means they used to achieve their goals, which, in this case, would be the full comprehension of “Football3” and its use for human development of the ones involved.

It is noteworthy that each community has its own characteristics and, therefore, each group will present

different challenges for understanding and using “Football3”.

The purpose of recording these reports is to explain how extensive “Football3” can be as a tool, encompassing various intervention possibilities and approaches to explore the human development potential that the methodology offers and to provide practical examples that can assist in the direction of new interventions.



Photo: Football3 Festival at EPROCAD center



Photo: Activity at 120, center of EPROCAD Foundation



Photo: Activity at Araçariçuama center of EPROCAD Foundation



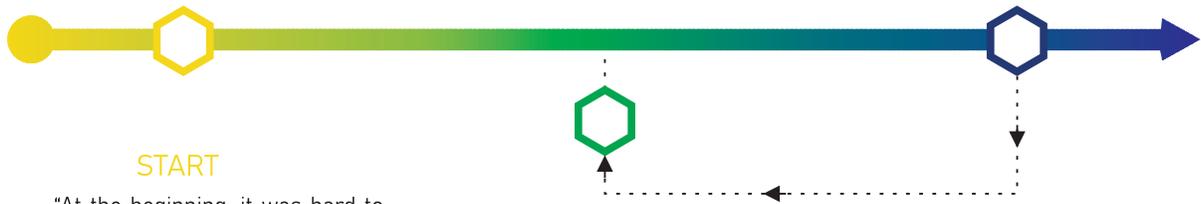
Photo: Activity at Barueri, center of EPROCAD Foundation



Photo: Activity at Araçariçuama center of EPROCAD Foundation



LAÍS CAVALCANTE, EPROCAD FOUNDATION EDUCATOR



START

"At the beginning, it was hard to make the youngsters understand that the rules should be built to make games easier, not the other way around, and that the primary purpose of creating rules is to provide interaction with everyone and not benefit their own team. Another struggle we had was to encourage self-confidence and empowerment of the girls".

STRATEGIES

"As a solution to these matters, I tried to discuss issues such as gender equality, bullying. For this, we used some criteria for the creation of rules. At each class, youngsters should create new rules with different values, always focusing on gender equality".

GOALS

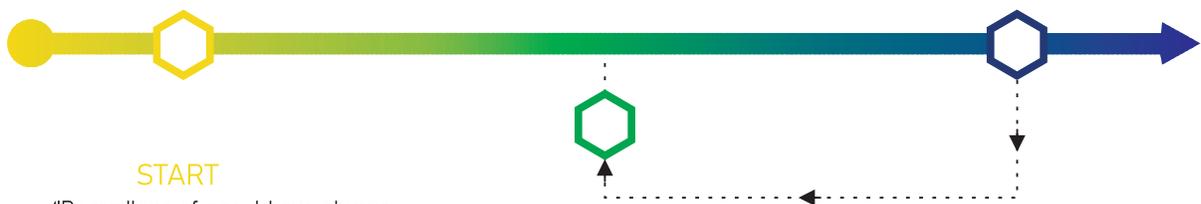
"Providing a continuous reflection on human values, not only in the "Football3" sessions, but also in the complementary cross-sectional activities".

RESULTS

"I am gradually getting back the results, but I notice a great evolution in the youngsters who started the project this year. Nowadays, the first values they want to include in sessions are always respect and equality".



JHONATAS GIROTTO, EPROCAD FOUNDATION EDUCATOR



START

"Regardless of age, I have always observed great difficulty in dialogues and resistance to debate and to accept criticism from other colleagues. The burden that many adolescents carry with them, related to family and social issues, reflect directly this difficulty in opening up to new possibilities".

STRATEGIES

"To develop a better openness to dialogue, some very efficient tools I used were theater and other arts activities, such as holding a Poems contest.

Through group discussion and team building activities, besides allowing students to collectively choose which sports modalities we would work in Physical Education classes, we were able to achieve significant results in communication skills".

GOALS

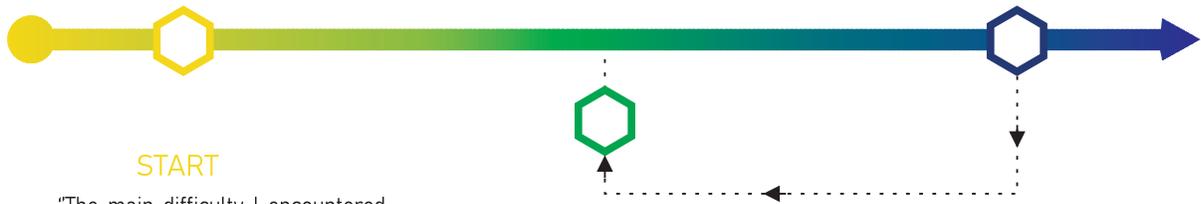
"Search for a better opening for dialogue, through communicative skills development".

RESULTS

"I realized that through these and other activities in which they became protagonists, youngsters were motivated during dialogues, showing even more open to criticism".



EDSON PEREIRA, EPROCAD FOUNDATION EDUCATOR



START

"The main difficulty I encountered when working for the first time with "Football3", was low participation of youngsters in the discussion to elaborate the rules that would take place at the game. Another one was the post-match assessment - perhaps for a local characteristic, since participants were used to solve many conflicts through violence, whether verbal or physical".

STRATEGIES

"I found in games a great tool to make youngsters think and participate more actively in the discussions. This is due to the fact that games have no predilection for gender, age or any segregating factor, as it is natural for every child to play and enjoy it.

I used several strategies to stimulate youngsters participation in discussions. Initially, I presented unconventional ways of playing football, with rules that changed the dynamics of the games, such as playing 4 teams with 4 goals at the same time; games in which you could only walk forward, games that mixed football with other sports, among other games I created by exploring my imagination. After some of these dynamics, I encouraged youngsters to think about different ways to play football. Other themes were also emerging from the youngsters' speech, such as the fact that boys monopolize practices. Thus, it encouraged them to think about how to avoid it by creating rules. Gradually, youngsters fully comprehended the possibility of the game being played in a way that suited them and was meaningful for them. Creating games were also important in this process, in which youngsters were divided into groups and each group placed a game condition that was previously discussed in smaller groups, to later return to the conversation with the whole class. The evaluation performed in Football3 Worksheet was also used in different ways, to offer different scenarios: sometimes youngsters evaluated themselves, sometimes evaluated their opponents and at other moments the ones that were out of the game performed these evaluations".

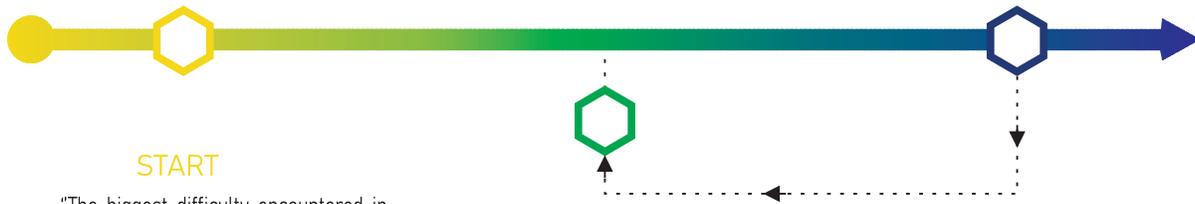
GOALS

"Getting youngsters to think and participate more actively in discussions".

"Playing unconventional football had good effects throughout the teaching-learning process. Unconventional football and creating games stimulated youngsters to think more creatively. Discussing in small groups before bringing it to the general group discussion meant that shy individuals could have their opinions heard, prompting them to participate more actively in the discussions. I also believe that the fact that youngsters evaluate themselves in different ways has stimulated a certain impartiality when it comes to evaluating over time".



THOMAS FREITAS, EPROCAD FOUNDATION EDUCATOR



START

“The biggest difficulty encountered in teaching “Football3” to a group of children and adolescents who have no previous experience with that was to make them understand that competition is part of sport as a path, not a goal. This often causes the group to overlook the limitations of their teammates or opponents. The fact that they collectively propose rules is a scenario that causes strangeness to those who are not used to speak for themselves and have a critical conception of sports practice. In addition, football as a cultural manifestation is primarily played by men also makes practices with boys and girls together a challenge”.

STRATEGIES

“First, I sought to understand the context of their community through group discussions or reflections on the behavior of the group in class. From that, we created rules and goals that the group should follow to minimize these presented issues. In addition, since the methodology allows, at any time, the reflection of the concepts present in the match, this group was encouraged to rethink the rules whenever needed – for example, if there was a rule that did not make sense, either because it was too difficult or too easy, along with pertinent feedback from the educator/mediator. To work out a better understanding of human values, we held discussions to define the meaning of each values inserted in matches – in most of them the values were respect, solidarity and cooperation. And finally, to improve the inclusion of girls in the game, we had several discussions about the role of women in sports and in “Football3”, noticing that girls performed well in pre and post-match discussions but that there was still a need of everyone’s commitment to their inclusion in the second period”.

GOALS

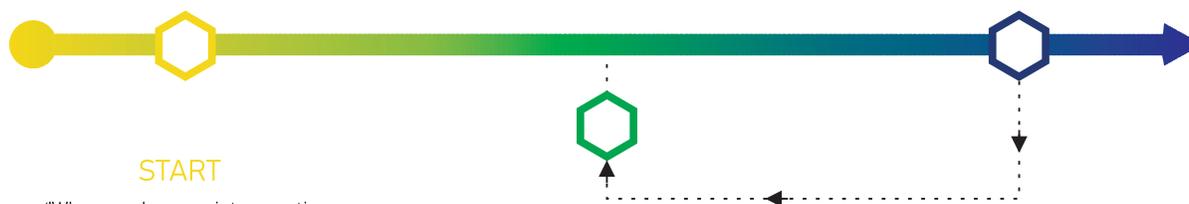
“Stimulate and develop empathy, non-violent ways of expression and confidence in self-expression, enable greater comprehension of human values and find ways to facilitate boys-and-girls practices”.

RESULTS

“Throughout time, it was notable that youngsters gradually found different ways of expressing themselves and that it interfered in the game, because there was a better comprehension of other’s needs. Besides, mixed practices promoted a different and more respectable relationship between boys and girls during sessions”.



GIZELLI ROSSI, EPROCAD FOUNDATION EDUCATOR



START

"When you have an introspective group, with girls who don't like football very much -often due to lack of stimulus and cultural aspects-, or a group with kids aged 7 to 11 years old - because of egocentric characteristics related to their age -, the implementation of "Football3" is a little hard process. Another important feature that can present difficulties is the lack of group involvement in creation of the rules - they can get very focused in the second period".

STRATEGIES

"My first strategy is to observe the group and each youngster's characteristics in order to act according to what the individual or group presents. Thus, I seek to offer opportunities for them to speak for themselves on the activities. For example, in some activities, I would grab a ball and in the post-match discussion I would say that whoever had the ball would have to say something, then I would lead the dialogue asking about the positive and negative aspects of the game and what we could do to have a better experience. Another strategy was to ask the youngsters to create rules at home and bring them to sessions. As I would give them feedbacks, they would become more confident and less shy and started to contribute to the pre and post-match discussions and even improving their interaction with the group".

GOALS

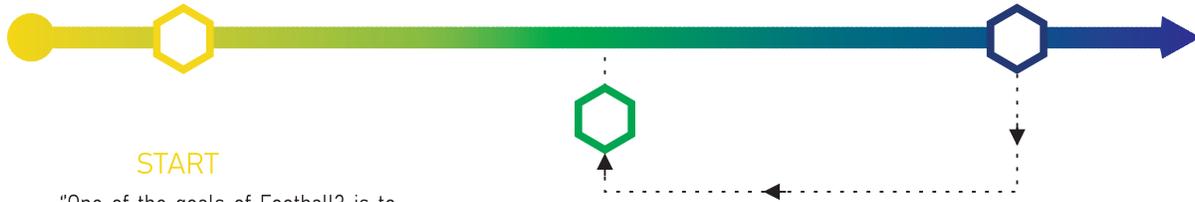
"In this scenario, activities that strengthen the ability and characteristics of introspective people are needed, and also to stimulate new experiences with football, participating and playing, giving them the feeling of relevance in the process. Encourage, without forcing, participation".

RESULTS

"With these actions, youngsters became more confident and sociable with the group itself, sometimes even questioners and more active in some processes during sessions".



ANA PAULA CASSARO, EPROCAD FOUNDATION EDUCATOR



START

“One of the goals of Football3 is to enable everyone’s participation. For this, the rules must be representative and inclusive, meaning that there must have a meaningful participation of all group members. One of the biggest difficulties I encountered when working for the first time with a group was to get the majority of people involved in the pre-match discussion, as well as in the post-match discussion, due to the typical egocentric characteristics of the age - 7 to 10 years”.

STRATEGIES

“During some sessions, in the pre-match discussion, each individual or pair, depending on their age, should make a rule suggestion and write it on a piece of paper. At the end of this stage, all pieces of paper were put in a bag and the group should decide how many rules we would have for that game (2-4 rules). When it was decided, we performed the “draw” of the rules. At each session the post - match discussion was performed differently as well: with the player performing self-assessment, players evaluating their own team, each player evaluating an opposing player and the scores were summed by team, among other ways”.

GOALS

“By trying to stimulate participation and involvement of more people in the pre-match discussion and experiencing the post-match discussion in different ways as some of the possible solutions, we made some dynamics that provided these actions”.

RESULTS

“With these strategies, we began to have more involved and participative youngsters in the pre-match discussion, because each one elaborated at least one rule, hoping that it was going to be chosen, and created different rules for each class. Throughout time, our group became more creative and participative. And, at the post-match discussion, gradually, we had more impartial and fair evaluations”.

FINAL CONSIDERATIONS

Undoubtedly, “Football3” is a tool with great potential to stimulate social change for young people and their communities. In addition to developing socio-emotional skills, it stimulates the apprehension of human values and the role of young people as protagonists of these transformations.

However, to explore this tool at its highest potential, it is necessary for the educator to understand the essence of the methodology, the elements and agents of the match, the skills involved and the reality of the community where the action is developed, so he/she can lead the practices to meet the demands the group presents.

It is inevitable that difficulties and even resistance will arise to the implementation of a program that uses “Football3” as a way of human development, given the novelty of its stimuli for young people. However, it is noteworthy that the methodology allows several possibilities of intervention, so that the proposed objectives can be achieved. Following the path of Theory of Change, one can map the beginning, middle and end of the proposal and actions, in order to explore the full potential of “Football3”.

Thus, “Football3” presents itself as a dynamic approach, which can have its actions adapted to meet the necessary demands of each community.

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Project: Football 3

Worksheet: 3Time Activities



Activity	
----------	--

Rules	
-------	--

<i>Result</i>		
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Game Analysis	
---------------	--

<i>Human Values</i>	
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Game	Sports Human Values	Human Values I	Human Values II	Human Values III	Total
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Team A	<i>Victory</i>	3	<i>at all times</i>	3	3	3	TEAM ()
	<i>Draw</i>	2	<i>most of the time</i>	2	2	2	
	<i>Participation</i>	1	<i>at some moments</i>	1	1	1	

Team B	<i>Victory</i>	3	<i>at all times</i>	3	3	3	TEAM ()
	<i>Draw</i>	2	<i>most of the time</i>	2	2	2	
	<i>Participation</i>	1	<i>at some moments</i>	1	1	1	



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