LETTER FROM THE DEAN

FGV-EAESP is pleased to present the first activities report following its adhesion to Principles for Responsible Management Education (PRME), based on actions carried out between October 2009 and June 2011.

FGV-EAESP’s history has been marked by pioneering actions, innovation and international excellence, both in qualifying youngsters for an executive career in public and private organisations in Brazil and abroad and in updating and developing managers’ existing qualifications. Although combined actions between government and businesses are important, long-term cultural change can only be achieved through transforming young people’s qualifications.

The biggest challenge faced by pioneering schools such as FGV-EAESP is to cross the borders between areas of knowledge structured in separate departments and schools. For this reason, it is crucial to adopt an interdisciplinary approach as a means to advance in terms of effective innovation – a challenge to all organisations with an eye on the future. This alignment creates the necessary conditions for changing the institution’s mindset and promotes transformative education that is focused on sustainability.

To rethink the construction of a world that uses less resources and adopts different production and consumption models requires all sorts of innovations – above all in the qualification project for future generations. We are confident that the results shown in this report will enable us to renew our agreement with PRME.

Maria Tereza Fleury
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1. FGV – EAESP OVERVIEW

FGV-EAESP - Escola de Administração de Empresas de São Paulo da Fundação Getulio Vargas was created in the 1950s through a joint initiative between the Brazilian government, the business community and Michigan University. The School sought to meet demand for higher education as the country entered a cycle of strong economic growth through industrial development.

Since 1954 FGV-EAESP has been doing more than quality professionals – it has prepared citizens with solid knowledge to face the challenges of a world in constant change. Over 100,000 people have graduated from FGV-EAESP’s undergraduate and postgraduate courses, where they have acquired a state-of-the-art conceptual foundation, combined with the necessary skills to understand political and social realities and thus contribute to the development of Brazil.

- Founded in 1954
- 3,500 students in regular programmes
- 90 tenured professors (210 doctors)
- 94 international partnerships
- One of the world’s five biggest think tanks in Foreign Policy
- Accreditations:

   ![Accreditations Logo]

2. FGV – EAESP’S MISSION

To advance in Social Sciences and related subjects by producing, transmitting, storing and organising ideas, data and information as a means to contribute to the socio-economic development of Brazil, to the improvement of local ethical standards, to the adoption of responsible and shared governance and to the country’s international inclusion.
3. PRME IN FGV-EAESP

3.1. How it started

The Escola de Administração de Empresas de São Paulo da Fundação Getulio Vargas (FGV-EAESP) became a signatory to the Principles for Responsible Management Education (PRME) on October 13, 2009.

PRME is a United Nations’ initiative aimed at the continuous advancement of business schools worldwide, in order to create a generation of leaders able to face the complex challenges for businesses and society in the 21st century. PRME’s goal is that business schools gradually include corporate social responsibility and sustainability themes in their curricula, research, classes, methodologies and institutional strategies.

PRME converges with FGV-EAESP objectives of becoming a leading player in the creation of a more sustainable and inclusive global economy. These efforts can be illustrated by the School’s existing initiatives to promote corporate social responsibility and sustainability through courses, programmes, curriculum integration, academic research and knowledge development.

On November 10, 2009 FGV-EAESP officially joined PRME through a workshop to present the programme to faculty and student representatives. The event had the participation via videoconference of Manuel Escudero, PRME Secretariat at the United Nations. Mr. Escudero explained the importance of this agreement for business schools that wish to shape professionals able to promote a more sustainable and inclusive global economy. Together with EAESP’s Dean Professor Maria Teresa Fleury, professors and students launched a process to develop a governance model for the inclusion and monitoring of FGV-EAESP’s adhesion to PRME.

Still in 2009 a second workshop was held to promote the design of a FGV-EAESP set of indicators. This participative workshop aimed at strengthening knowledge of principles, at defining priorities and at establishing a strategy to monitor the institution’s adherence to PRME.

The first action inspired by PRME was the optional subject Unified Education in Sustainability (FIS) as a pilot-project in the first and second semesters of 2010. FIS has an innovative teaching proposal consisting of inter and trans-disciplinary activities aimed at bringing together knowledge and knower, theory and practice and academia and businesses. This new paradigm enables the application and expansion of business knowledge, based on a new epistemology of relations that values the emergency of the subject during his professional activities.

In addition to this initiative, this report will describe other actions that have been designed and inspired in accordance with PRME goals, challenges, indicators and assessment results.

3.2. Strategic Concept

The school’s commitment to PRME is based on an assessment of Brazil’s current higher-education situation and of reports by international institutions and by FGV-EAESP, and has an ontological, epistemological and methodological basis.
This investigation resulted in the following key objectives, challenges and drivers\(^1\) that will be used as a guideline for the introduction of PRME in this school over the coming years:

<table>
<thead>
<tr>
<th>Key Objectives</th>
<th>Challenges</th>
<th>Drivers</th>
</tr>
</thead>
<tbody>
<tr>
<td>A full overview of knowledge production and teaching methodologies.</td>
<td>Structural aspects</td>
<td>Internal</td>
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<tr>
<td>Innovation</td>
<td>Time</td>
<td>Institution’s prominence</td>
</tr>
<tr>
<td>Inter- and transdisciplinary curricular approach</td>
<td>Resources</td>
<td>Visionary leadership</td>
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<tr>
<td>Inter- and transdisciplinary research</td>
<td>Physical facilities</td>
<td>Agents of change</td>
</tr>
<tr>
<td>Leadership and a network of people engaged in the proposed agenda</td>
<td>Incentives: salaries, promotions, stability</td>
<td>Governance Committee</td>
</tr>
<tr>
<td>The institution’s adaptation to the proposal in the short, medium and long-terms</td>
<td>Relational dynamic</td>
<td>Action Units</td>
</tr>
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<td></td>
<td>Phenomenological aspects</td>
<td>Interdisciplinary people’s network</td>
</tr>
<tr>
<td></td>
<td>Culture</td>
<td>Transdisciplinary people’s network</td>
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<td></td>
<td>A cooling-off of the willingness to change</td>
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<td></td>
<td>Fame and dormancy of an established brand</td>
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<td></td>
<td>Endogamy</td>
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<td></td>
<td>Absence of intellectual cross fertilization</td>
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<td></td>
<td>Absence of pressure from society</td>
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<tr>
<td></td>
<td>Epistemological aspects</td>
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<td></td>
<td>Adoption of an inter- and transdisciplinary approach</td>
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<td></td>
<td>Effective exploration of metatheories(^2)</td>
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<tr>
<td></td>
<td>Methodology</td>
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<tr>
<td></td>
<td>A lack of tradition to meet ontological, epistemological and logical innovation plans</td>
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<tr>
<td></td>
<td>Ontology</td>
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<tr>
<td></td>
<td>Statute of the subject</td>
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<tr>
<td></td>
<td>Anthropoformation(^3)</td>
<td></td>
</tr>
</tbody>
</table>

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1 D. FERRER-BALAS, J. ADACHI, S. BANAS, C.I. DAVIDSON, A. HOSHIKOSHI, A. MISHRA, Y. MODODOA, M. ONGA and M. OSWALD. An international comparative analysis of sustainability transformation across seven universities. Emerald Publishers, 2008. This article the basis for drawing up the key objectives, challenges and for prompting aspects and the ways in which to address them.

2 Metatheory is an area of knowledge that theorizes about the very theory of a given science. It can be considered the equivalent of epistemology. It creates postulates and principles for a specific area of knowledge and then proceeds to analyse and discuss these postulates.

3 The neologism Anthropoformation means both man in formation and the formation of man. The way man lives, perceives, imagines, and thinks and at the same time configures, constitutes, composes, organises and develops himself towards himself. Patrick Paul in Formation of the Subject and Transdisciplinarity.
These parameters enables us to chose a strategic focus for each of the six PRME principles and add a seventh principle, and its focus, to cover structural and operating issues peculiar to this institution.

<table>
<thead>
<tr>
<th>Principle</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transformative Learning</td>
<td>An aspect of human learning related to change phenomena, and a crucial requirement in our era. It offers an opportunity for personal and professional development and includes experiential, intuitive, imaginative, unconscious and even reactive and conflicting dimensions that are usually excluded. It is not about teaching but creating the right conditions for changes in behaviour, method, representation and attitude.</td>
</tr>
<tr>
<td>Curriculum and academic activities</td>
<td>To go beyond rational and scientific thinking and the use of these conceptual and methodological instruments. A new intellectual approach in the face of complexity. Exchanges between disciplines or between heterogeneous sectors of a same science, which lead to interactions – reciprocal exchange for mutual enrichment.</td>
</tr>
<tr>
<td>Educational models, materials, processes and environments</td>
<td>Definition of strong conceptual landmarks that can be used to address problems from different approaches to those that have already been established. Technical and technological adjustment to existing and emerging demands. Monitoring, measurement and validation of processes and physical adjustment of the environment for the exercise of the defined proposals.</td>
</tr>
<tr>
<td>Empirical and conceptual research</td>
<td>To cross semantic borders and blur the boundaries between different knowledge areas. To go beyond physical reality using a form of perception that assigns meaning to the world. Coexistence between science and other representation systems. Creation of analysis and method interfaces.</td>
</tr>
</tbody>
</table>
3.3. PRME Principles and FGV-EAESP achievements

Throughout its history FGV-EAESP has been committed to creating knowledge, theory and tools to qualify and support individuals who are to lead fundamental change in business and government.

As this report is the first disclosure of FGV-EAESP information, we have opted for a rundown of the various initiatives already carried out by the school, combined with the actions to align them with PRME principles.

Each achievement has been linked to a specific principle, but due to their complex nature they could be linked to others too.
We develop students’ capabilities in order to create future generators of sustainable value for business and society and contributors to an inclusive and sustainable global economy.
TRANSFORMATIVE LEARNING

Unified Education in Sustainability - FIS

Launched in 2010, this subject resulted from the challenge of creating a model for sustainability education that promotes formative, cognitive and experiential work that awakens the individual’s ability to refocus on himself and on others around him, with a subsequent impact on his professional activities.

The subject is based on two projects:

a) Reference, Experience: focused on strengthening and applying Administration knowledge in a sustainable manner and devising solutions and recommendations for real problems faced by real organisations;
b) Personal: focused on auto-didacticism, seeking to develop capabilities to deal with a complex and inclusive reality in which demand for innovation is high - a big challenge for forward-looking businesses.

FIS proposes an alternative to one-way education through an interactive process focused on learners and supported by thinking abilities. FIS meetings consist of dialogue, group dynamics, lectures, debates, research, real life experiences and project immersion. The professor acts as coach and knowledge mediator through a critical and sensitive approach.

The Personal Project Complementary Activity

In the first semester of 2011 FGV-EAESP offered its professors and students the Personal Project complementary activity. This transdisciplinary activity aims at changing educational paradigms through a unified process that addresses the emergence of the subject beyond methodological, scientific and ontological reductionism.

PRME’s implementation strategy at FGV-EAESP

In order to meet the requirements of the Global Compact’s universal values related to culture and school practices, FGV-EAESP developed a preliminary platform to support its short, medium and long-term actions and meet the School’s demand for effective and quickly identifiable results. Based on the established key-goals, challenges and drivers, a focus was identified for each principle, followed by the establishment of seven criteria for the indicators that will enable the institution to make a precise diagnosis and set up targets, actions and monitoring plan in line with PRME principles.
- De-compartmentalisation of knowledge
- To value the human dimension
- Well-being and quality of life
- Openness to change
- Inter and transdisciplinarity research
- Channels of dialogue
- Governance

- A full view of knowledge production and teaching methodology
- Innovation
- Exercise of inter-disciplinarity and transdisciplinarity in the curricula
- Inter-disciplinary and transdisciplinary research
- Leadership and a network of people engaged in the proposed agenda
- Institution’s adjustment to the proposal in the short, medium and long-terms.

- Transformative learning
- Curriculum and academic activities
- Educational models, material, processes and environments
- Empirical and conceptual research
- Partnerships
- Multi-stakeholder dialogue
- Institution (structure and operations)
2011-2012

CURRICULUM AND ACADEMIC ACTIVITIES

TO GO BEYOND RATIONAL AND SCIENTIFIC THINKING AND THE USE OF THESE CONCEPTUAL AND METHODOLOGICAL INSTRUMENTS. A NEW INTELLECTUAL APPROACH IN THE FACE OF COMPLEXITY. EXCHANGES BETWEEN DISCIPLINES OR BETWEEN HETEROGENEOUS SECTORS OF A SAME SCIENCE, WHICH LEAD TO INTERACTIONS – RECIPROCAL EXCHANGE FOR MUTUAL ENRICHMENT.

Our curriculum and academic activities will include the global social responsibility values established by international initiatives such as the UN Global Compact.
CURRICULUM AND ACADEMIC ACTIVITIES

Optional Subjects


Subject Focus Area in Sustainability

The Undergraduate Programme has created the subject focus area in "Environment, Entrepreneurship and Sustainability".

Stricto sensu Postgraduate Programme

Themes are addressed specifically through the Ethics, Socio-Environmental Management and Health line of research. Environmental Management and Sustainability is focused on the study and research of themes related to the inclusion of socio-environmental concerns into all the decision-making levels within the organisation, from the operational to the strategic level. This initiative is part of a process to build a fairer society in accordance with sustainable development concepts and proposals. It includes analysis of sustainable development contexts and innovations in all organisational fields.

Lato Sensu Postgraduate Programme

The optional subject Sustainability as a Competitive Differential in Organisations is offered to students of the Specialisation in Business Management for Undergraduates (CEAG), in São Paulo and Campinas. Meanwhile, in the Further Education Programme (GVpec), Sustainability is addressed in courses such as: Business Environmental Management, Environmental Economics and its Impact on Businesses, Sustainability and Business Social Responsibility, and Lower-Carbon Management.

Executive Education

Since 2006, the School has offered the Master’s Degree in Sustainability Management, aimed at: demonstrating sustainability’s potential as an essential competitive advantage in an increasingly globalized environment; offering instruments to assess results, forecast risks and identify opportunities based on economic, social and environmental business aspects; and sharing experiences related to sustainability practices in order to create a broad, unified and strategic outlook on the subject.
In the second semester of 2010 the School launched the **Lower-Carbon Management** course aimed at preparing leaders with a deeper knowledge of climate change and its social, political and economic implications, and supplying them with managerial tools to deal with the global climate change crisis.

**Student initiatives supported by the School**

Undergraduate students, with support from FGV-EAESP professors, have created two bodies to raise awareness and mobilize students:

**Conexão Social (Social Connection Programme)**

The programme was launched in 2005 and developed extracurricular activities aimed at turning students into socially responsible leaders aware of their potential to promote positive change. In 2010 the programme held the following activities:

- Two editions of the **“Sustainable Freshman Day”** to integrate new students and raise environmental, social and good citizenship awareness. It also creates and strengthens ties with the communities in the neighborhood where FGV is located. It has included activities such as street sweeping, collection of used cooking oil in the neighbourhood, tree planting and the painting and revamping of a São Paulo state-run school.

- The **Trilhas Project** seeks to bring together social entrepreneurs and consultants who work with themes such as self-knowledge, innovation, social entrepreneurship and sustainability in order to reflect on paths students could take.

- Sustainability Week: aimed at raising students’ awareness and spreading knowledge about sustainability. During a week students and professors, staff, businessmen and social entrepreneurs debate sustainability. In addition to the debates there are lectures, round circles, exhibitions of photos of the Amazon region and exposure to indigenous communities.

- **Vaga Viva (Live Parking Spot)** – On the International Car Free Day (September 22, 2010) students, with support from the School, created a live parking spot (transformed for other activities) in the School’s car park to raise the FGV-EAESP community’s awareness about the date and its importance.

**Technological Incubators for Popular Cooperatives (ITCP)**

This student body unifies research, teaching and extracurricular activities for the development of instruments to reduce poverty and social exclusion, based on Solidarity Economy.

**Events**

The Retail Excellence Center held the Marketing Trade Fair in 2010 and 2011 in partnership with Walmart, focusing on sustainability and only trading environmentally-friendly products. The products were judged by executives from several companies and the three best received a prize from Walmart and were presented at the company’s headquarters, to the board of directors and to suppliers related to the winning products.
In 2010 FGV-EAESP’s Cooperation Center (CCGV) developed two applied projects comprised of lectures, training sessions and sustainability workshops. The ChefGV Project focused on Gastronomy, Sustainability and New Businesses. The ModaGV Project focused on Fashion, Sustainability and New Businesses and offered lectures about general fashion and fashion in Brazil, sustainability and sustainable design, and held a customization workshop. The students’ projects were exhibited in a fair.

In partnership with the Muda de Ideia Organisation, CCGV held the FOTOcomtextoGV project, to convey sustainability trends and innovation through photography. Students took pictures in the area around the School and the results will be exhibited at FGV in 2011.

The Sustainability Study Center launched the Madeira de Ponta a Ponta Project in 2011, which shows the path taken by timber from the forest to final consumers. It also held a workshop with civil servants from several Brazilian states.
We will carry out empirical and conceptual research to enhance our knowledge about the role, dynamics and impact of corporations in the creation of social, environmental and economic values.
Empirical and conceptual research

The Conexão Local (Local Connection) research-initiation programme

The Undergraduate Programme offers three types of research programmes: the Conexão Local research initiation programme (since 2005); a residency programme in research centres; and an individual research project for last semester students. Conexão Local includes a partnership with other universities in Brazil and aims at raising student interest and involvement in innovative social management and local economic development actions, with a focus on public policies, combating poverty and the promotion of active citizenship. In the residency programme, students monitor and assist ongoing research.

Sustainability Study Center

The School runs a sustainability research centre to draw up and monitor public policies, design self-regulating instruments and develop corporate managerial strategies and tools in sustainability on a local, regional, national and international level. The centre’s activities are divided into: formal and informal education; applied research and publications; promotion of debate; mobilization to raise society’s awareness about the issue; communication; and experience and information exchange for the dissemination of sustainability concepts and practices.

Publications

FGV-EAESP – Sustainability Study Center (GVces) has published the following studies:

- Revista Jurídica Consulex legal magazine, nº 316, v.14: “The use of the State’s purchasing power as an instrument to protect the environment”, by the Sustainable Consumption Programme.
- “Timber’s path from the forest to final consumers”, by the Sustainable Consumption Programme.
- “Responsible Consumption of Amazonian Timber: The adoption of sustainable tenders by sub-national governments in the Amazon Friends Network”, by the Sustainable Consumption Programme.
- "Public Financing and Climate Change" and "Working to End Slave Labor", by the Sustainable Finance Programme
- “Policies for the Promotion of a Green Economy: the international experience and Brazil”, by the Sustainable Production Programme.
- “Business Challenges for a Lower-Carbon Economy”, by the Sustainable Production Programme.
- “Guidelines for Public Policies in Climate Changes in Brazil”, by Observatório do Clima in partnership with GVces.
- “Accounting, Quantification and Publishing of Corporate Greenhouse Gas Emission Inventories, by the Sustentabilidade Global Programme.”
- “Business Proposals for Public Policies for a Lower-Carbon Economy in Brazil”, by the Sustentabilidade Global programme, also published in English.

FGV-EAESP’s Retail Excellence Center published the following studies:

- “Sustainable Retail Research”.
- “Sustainable Retail and Consumption Forum”: experiences, debates and challenges”.
- “A Practical Guide on Social Responsibility and Sustainability in Retail”.
- “Consumer behaviour at the base of the Brazilian market pyramid”
- The 3R’s – redefining strategic marketing ingredients for the pyramid base”.

FGV-EAESP’s Public Administration and Government Center published the following studies:

- “Local Equal Development in municipalities with small populations”, in partnership with FINEP
- “Children and Teenagers in the Brazilian Semi-arid Region”, in partnership with Unicef.
- “20 Experiences in Public Management and Active Citizenship”, by the Public Management and Citizenship Programme in partnership with the Ford Foundation and the Getulio Vargas Foundation.
- “Community Participation and Public Service”, by the Learning from Innovations Programme in partnership with the Liaison Group network.
- “Innovation mobilizes other resources”, by the Learning from Innovations Programme in partnership with the Liaison Group network.
- “Public Sector Delivery through Innovation”, by the Learning from Innovations Programme in partnership with the Liaison Group network.
- “Impact Transformation and Quality of Life”, by the Learning from Innovations Programme in partnership with the Liaison Group network.
- “Meeting the Millennium Development Goals (MDGs) through Innovation”, by the Learning from Innovations Programme in partnership with the Liaison Group network.

Contest: Public Policies and Equity

The Public Administration and Government Center (CEAPG) launched in partnership with the Ford Foundation the “Public Policies and Equity: practical advances” essay contest. The initiative aimed at encouraging young researchers to engage in applied studies in the interdisciplinary field of equity in order to address economic, social, political and gender/ethnicity inequalities through essays identifying, assessing and discussing public actions in this area.
2011-2012

PARTNERSHIPS TO KNOW AND CREATE A COMMON BASIS FOR APPLICABLE PROCESSES AND INTERPRETATIONS. THE ESTABLISHMENT OF SOLID TEAMS, APPROPRIATE PHYSICAL AND VIRTUAL SPACES, A COMMON ANALYTICAL STRUCTURE AND OF FERTILE EPISTEMOLOGICAL EXCHANGE.

We will interact with executives from organisations in order to expand our knowledge about social and environmental responsibilities and together we will seek efficient approaches to meet the challenges.
Partnerships

BoP Lab Network

FGV-EAESP’s Retail Excellence Center has a cooperation agreement with Cornell University (USA) through which the School takes part in a global network of universities and entities that study the pyramid base. The project is also supported by Accenture and Plano CDE.

Online free courses: a Walmart and FGV-EAESP partnership

FGV Online and Walmart Brasil have developed three types of free online courses about Sustainability for long-distance classes under the project title “Walmart and FGV’s individual roles in sustainability”. The courses are part of a group of programmes offered by FGV Online through the Open Course Ware Consortium (OCWC), comprised of educational institutions from several countries that offer free teaching material and courses to internet users. The first course was launched on February 1: “Sustainability in everyday life: guidelines for citizens”, and addressed the importance of responsible consumption in sustainability. The themes are: Natural Resources, Quality of Life, Sustainable Development, Consumption and Sustainability and Creating a Responsible Routine.

Local Development Indicators

A joint effort between the Getulio Vargas Foundation (FGV-EAESP), the population of Juruti, and aluminium maker Alcoa. The project saw the participative drawing-up of local development models and indicators to encourage and monitor Juruti’s development.

In partnership with Energia Sustentável do Brasil (ESBR) the School made a diagnosis and issued recommendations for a Local Development Proposal for the Jirau hydroelectric power plant, in Rondônia state.

Entrepreneurship

FGV-EAESP’s Entrepreneurship and New Business Center, in partnership with Goldman Sachs and IE Business School, developed the 10,000 Women Entrepreneurship Programme. It is a free course aimed at encouraging female entrepreneurs by developing their managerial, management and entrepreneurial skills and technological knowledge. The programme’s goal is to train 10,000 women to increase female participation in emerging economies.

FGV, Telefónica, Banco Santander, Sebrae-SP & Grupo RBS: Latin Moot Corp 2011

The Entrepreneurship and New Business Center held the Latin Moot Corp 2011 competition in February 2011, in partnership with Telefónica, Banco Santander, Sebrae-SP and Grupo RB. The competition simulated a process for raising venture capital and the judges acted as a group of
investors trying to reach a consensus about which business project they should invest in. This was a one-off event with students and businessmen. The judges based their decisions on the quality of the ideas, the strength of the management team and the written plan and oral presentation’s clarity and power of persuasion. The team comprised of FGV and UFMG students won the competition and will take part in the Venture Labs Investment Competition, in Austin (Texas).

FGV-EAESP & Stickel Foundation: Talented Women

FGV’s Technological Incubators for Popular Cooperatives (ITCP), in partnership with the Stickel Foundation, held the incubation of two solidarity and inclusive enterprises created by women from the Brasília low-income neighbourhood in São Paulo: Doces Talentos, an organic catering service; and Brasilianas, a sustainable fashion project. There was also the implementation in Brasília of the Stickel Foundation’s Local Incubator.

FGV-EAESP & Alphaville Foundation: Inclusive Businesses

In partnership with the Alphaville Foundation, FGV-EAESP’s ITCP held the following projects as part of the Sustainable Community Programme: incubation of the Limpet-Tonato Inclusive Business, a plant that makes brooms from PET bottles and that employs socially vulnerable workers from the municipality of Carapicuíba (São Paulo); the incubation of the Jacuí Cerâmica Capixada Inclusive Business, which makes ceramic artefacts inspired by the Espírito Santo coastline culture; and the updating of the methodology of the Sustainable Community Programme.

FGV-EAESP & HSBC: Income Generation

In partnership with HSBC FGV’s ITCP selected the Income Generation Projects sent by social organisations from all over Brazil; incubated social projects supported by HSBC; and held the Inclusive Business Management Course in 30 social organisations in Brazil.

FGV – EAESP & FINEP: Solid Residue Chain and Organisation of São Paulo’s incubators

Two projects financed by Finep to create a network of incubators from popular cooperatives implemented by São Paulo universities. The first project seeks to strengthen the production processes in the solid residue chain through monthly meetings between the incubators and to promote the incubation of enterprises, which in FGV’s case are Cooperglicério and Cooperzagatti. This project also promotes the strengthening and/or setting-up of networks and studies in the solid residue chains and the development of social technologies and seminars. The second project aims at bringing incubators together to enable an exchange of experiences in incubation methodology, solidarity finance, social technology and the legal recognition of enterprises.

FGV – EAESP & PETROBRAS: Network Enterprises

This project seeks to create a network of incubated enterprises through the purchase of equipment for the groups and periodical meetings between them. The first meeting was held in July 2011 with enterprises and development bodies from seven segments: sustainable fashion, food, PET brooms, handcrafts, organic farming, solid residues and development.

FGV-EAESP & Agesol: Digital Inclusion
ITCP-FGV and Agesol (Solidarity Trade Agency) held a series of activities to encourage the digital inclusion for fair trade promoted by the Inclusive Businesses incubated by ITCP-FGV.

FGV-EAESP and other Brazilian universities: Inclusive Businesses

ITCP-FGV, in partnership with São Paulo’s main state-run universities (USP, Unicamp, Unesp and Ufscar) is developing a series of public agreements for the Incubation of Inclusive Businesses in São Paulo State. The project’s main activities are the incubation of 15 inclusive businesses and the development of social inclusive business management technologies and educational activities.

FGV-EAESP & Banco Santander & Grupo Terra Nova: Sustainability and Business

In partnership with Banco Santander and the Terra Nova Group CCGV has organised the Santander Sustainability Award, consisting of lectures, training and Sustainability and New Business workshops. Students made a field visit to one of the Terra Nova Group’s projects to talk to the local population about its needs and then drew up a business plan for the projects submitted for the competition.

Learning from Innovation

In partnership with the Liaison Group network for innovation in Governance and Public Action, FGV-EAESP’s Public Administration and Government Center helped draw up studies and research about transformation, quality of life, public service performances, fundraising and community participation through innovation.

Global Cultural Transfer Programme

Global Cultural Transfer (GCT) is an intense and short-duration exchange programme between students from FGV-EAESP and its international partner-schools. It is held every semester with 40 students and includes lectures, workshops, visits to companies, and cultural and social activities. It also includes the Buddy System, whereby students from FGV-EAESP and its international partner-schools are each other’s host and guest in their respective countries. The programme’s goal is to encourage peer learning as a means to widen student perceptions about cultural differences. This interaction generates a mutual exchange of experiences and the creation of a network that helps prepare individuals with a global mindset.
We will facilitate and support dialogue and debate between educators, businesses, governments, the media, civil society organisations, stakeholders and other groups interested in critical issues related to social responsibility and global sustainability.
DIALOGUE WITH STAKEHOLDERS

Businesses for Climate Programme

FGV’s Sustainability Center launched in October 2009 the Businesses for Climate Platform (EPC), in partnership with the Prince of Wales Corporate Leaders Group (CLG) and with the participation of 27 founding companies. EPC is a permanent business platform aimed at mobilizing Brazilian business leaders and raising awareness among them about Greenhouse Gas emissions (GGE) management and reduction, and climate risks. It also proposes public policies and incentives in the area of climate change. In the first semester of 2011 the programme held three workshops about sustainability and climate change, adaptation and climate risks and innovation for climate challenges. These workshops included lectures, round-tables, case study presentations and group work. The workshops were attended by representatives from EPC’s 39 member-companies. In addition to these events, the member-companies also took part in the activities held by the Brazilian GHG Protocol Programme.

Brazilian GHG Protocol Programme

The Brazilian GHG Protocol was launched in 2008 by FGV’s Sustainability Center in partnership with WRI, CEBDS, WBSCD, MMA and 27 founding companies. The programme aims at adapting GHG Protocol methodology to the Brazilian context. The GHG Protocol is the world’s most widely used methodology for Greenhouse Gas accounting and reporting and seeks to encourage Brazilian corporations to carry out GGE inventories. Currently over 80 companies take part or have taken part in the programme, whose GGD inventories are published in the Public GGE Emissions Registry developed by GVces. Throughout 2011 there has been the setting up of Work Groups focused on the continuous enhancement of GHG Protocol methodology in Brazil and on the development of carbon management indicators.

Business for Biodiversity Movement (MEB)

Through its Sustainability Center FGV-EAESP has become a member of the Business for Biodiversity Movement (MEB), a national group comprised of over 50 businesses and several civil society organisations aimed at adopting the principles of the United Nations’ Convention on Biological Diversity. MEB’s goal is to submit a Business Letter to the Brazilian government declaring the business sector’s views and commitment to Brazilian biodiversity and urging the adoption of actions on a domestic and international level.

The BM&FBOVESPA Corporate Sustainability Index

The BM&FBOVESPA exchange’s annual Corporate Sustainability Index has been developed, revised and applied on an annual basis by the FGV-EAESP’s Sustainability Center, with financial support from the International Finance Corporation (IFC), in partnership with professional
Entrepreneurship

In 2010 and 2011 the Entrepreneurship and New Business Center held the 6th and 7th Entrepreneurship Weeks with Brazilian and foreign experts in various areas of entrepreneurship. The events consisted of debates, presentations and round tables focused on FGV-EAESP’s Mission and Outlook and the alignment of the institution’s aims with its academic goals, with organisations and with society as a whole.

Local and equal development in municipalities with small populations

FGV-EAESP’s Public Administration and Government Center met with a group of researchers in the area of public management to discuss Brazilian municipalities with small populations. The research was conducted with support from The Financier for Studies and Projects (FINEP) and received input from dwellers, mayors, council members and administrators from small municipalities.

Sustainable Consumption

The Sustainable Consumption Programme of FGV-EAESP’s Sustainability Center held two workshops in 2010, open to the public, about the creation of a set of indicators and criteria for the purchase and inspection of legally extracted timber.

Amazon Friends Network (RAA)

The Amazon Friends Network is a joint initiative by the Sustainability Center and the Public Administration and Government Center, and its executive secretariat is based in EAESP. RAA is comprised of governments, businesses and representatives from organised society and has published “Madeira de Ponta a Ponta” showing timber’s path from the Amazonian forest to final consumers. The programme’s current project is the creation of a diagnosis and indicator system for the public management of Amazonian timber.

Education in Sustainability: Higher-Education and urgency for innovation

The Education in Sustainability programme of the FGV-EAESP’s Sustainability Center launched in October 2010 the book “Reinventar o Ofício do Aprender” (Reinventing Learning), by Hélène-Trocmé Fabre, followed by an aula magna given by the author during which she also read the “Open Letter to Today’s Universities: the urgency for innovation”.

Sustainable Finance: Legitimizing indicators

The Sustainable Finance Programme of the FGV-EAESP’s Sustainability Center developed the Green Protocol Indicator, which resulted from workshops with bank employees and a one-month public consultation to validate the process. The Green Protocol Indicator is a protocol of intent drawn up the Brazilian Federation of Banks (FEBRABAN) – the Brazilian banking
sector’s main representative body, for the establishment of innovative and inspirational socio-environmental policies to promote sustainable development.

Sustainable Finance: finance and climate studies

FGV-EAESP’s Sustainability Center, in partnership with the United Nations Environment Programme (UNEP) and support from the British Embassy in Brazil carried out the study “Public Financing and Climate Change – An Analysis of the Strategies and Practices in Climate Change Management Adopted by State-Run Banks and Brazilian Constitutional Funds”.

Corporate Sustainability Index: Legitimizing Indicators

The Corporate Sustainability Programme of FGV-EAESP’s Sustainability Center held a public consultation in the form of a questionnaire for the 2010-2011 BM&FBOVESPA Corporate Sustainability Index (ISE).

ISO 26000

The Corporate Sustainability Programme of FGV-EAESP’s Sustainability Center held a series of meetings of the ISO 26000 work group, as well as a vote on the new international standard. The process ended with the publication of “Contributions from the 1st GVces Work Group on ISO 26000 – The International Standard on Social Responsibility”.

The EXAME Sustainability Guide

Every year since 2007 FGV-EAESP’s Sustainability Center has been responsible for the methodology used to select the 20 model businesses for the Editora Abril’s EXAME Magazine Sustainability Guide. The methodology consists of an analysis of the companies’ commitments, transparency and corporate governance practices through a questionnaire drawn up by the Brazilian Institute of Corporate Governance (IBGC) and of the companies’ economic-financial, social and environmental performances.

Climate change and agribusiness

The Global Sustainability Programme of FGV-EAESP’s Sustainability Center fostered a series of workshops about Greenhouse Gas emission inventories in the Brazilian agribusiness sector.

Debate on Sustainability in Retail

FGV-EAESP’s Retail Excellence Center held in 2010 a series of face-to-face and virtual debates and lectures and promoted the dissemination of news, proposals, research and publications about sustainability in retail for companies and entities in the retail sector.

Caravan Project

The Caravan–Oasis Bixiga Project of FGV-EAESP’s Conexão Social made a public intervention in the neighborhood of Bixiga with 40 FGV students (including foreign exchange students) and members of the local community.
FGV-EAESP’s Sustainability Center published 18 issues of the Página 22 magazine in 2010 and in the first semester of 2011, with the objective of being a forum of open debate about innovation and sustainability. At the end of 2009 the magazine’s printed and digital contents were merged into a multimedia platform.
We believe that our organisational practices must an example of the values and behaviour we transmit to our students.
Structure and Operation

On the operational level, the School’s organisational practices include the management of waste residues generated at the institution, in partnership with the private sector. This includes the selective collection and recycling of common waste and campaigns to collect used batteries and electronic waste.

In order to inspire its students to adopt responsible organisational practices, the School must set a coherent example of the values and behaviour it transmits. To achieve this goal, we are currently designing a plan for the responsible use of resources.

The taps in the bathrooms on the 4th to 12th floors of the School have been replaced with a model that uses 2/3 less water. Once the efficiency of these taps is proven, they will be installed in all the other bathrooms and Units. Furthermore, in the next six months all the toilets will be replaced with a model with a smaller water tank.

In order to reduce electricity consumption, all air-conditioning engines are being replaced with high-performance engines. All offices and classrooms are fitted with fluorescent light bulbs that use less energy than incandescent bulbs.
4. PROSPECTED ACTIONS FOR 2011-2012

- Confident that we have created a robust tool to diagnose and carefully implement PRME principles in the School, we will build on this platform by validating its foci, criteria and indicators. This work will be carried out through a participative process at all FGV’s levels (faculty, students, staff, outsourced employees, suppliers, corporate partners, relevant associations, etc).

- Based on the platform created for the implementation of PRME, we are drawing up a survey to be conducted at FGV-EAESP and Brazilian peer institutions to assess and disseminate this agenda’s innovative and transforming powers.

- Publications about sustainable development applied to current themes that are relevant to society.

- Organisation of the FGV-EAESP Forum on Experiences in Sustainability for discussing the School’s ongoing actions and experiences.

- To intensify research that supports responsible management while generating value for businesses, stakeholders and society, promoting critical analysis of companies’ impacts and assessing performance outside of companies’ economic-financial areas.

- To encourage interdisciplinary research that explores inter-relations between companies and their social and environmental surroundings.

- To value research with a global approach and which acknowledges the international importance of corporate responsibility, problems and solutions - without overlooking regional research.

- To encourage research methodologies with a scientific rigour that better explains the complexity and interdependency of sustainability issues.

- The School is committed to intensifying the generation and dissemination of knowledge with an impact on public, private and third-sector organisations. It also seeks to generate unified knowledge that goes beyond disciplinary and modern technology borders, towards cooperation and collaboration with other researchers and institutions.

5. THE URGENCY OF INNOVATION

Humanist values, the systemic step, inter-disciplinariness and transdisciplinariness are crucial elements for a higher-education business school to meet current demand for an inclusive society and to promote happy living, said Hélène Trocmé-Fabre at a lecture given at FGV – EAESP in October 2010⁴. The adhesion to PRME was the first big step in this direction.

Universities’ extraordinary organization and creation powers require them to make an effective contribution towards the concepts of education, innovation and professional actions. This implies the creation of a language that promotes coherent and pertinent choices and decisions.

⁴ Open Letter to Today’s Universities: the urgency for innovation.
PRME prompts innovation - an existential requirement for humans and for the very
development of the universe. According to Hannah Arendt, although man must die, he was
not born to die but to innovate. Creativeness is latent in us, which means that there is a
potential innovation phase, “that has not been created yet”, “not been updated yet”. The
power of innovation concerns us the university, which acts as an interface between knowledge
and wisdom accumulation and what becomes.