The São Paulo School of Business Administration at the Getulio Vargas Foundation (FGV/EAESP) was created in 1954, from joint efforts between the government and business community in Brazil. We are made up of more than 4,000 students, 220 professors, over 100 employees and thousands of alumni. EAESP is a school that integrates business practice and is at the frontier of research in Brazil and worldwide.

Since its inception, FGV/EAESP has trained and educated generations of business and public management leaders. In 2009, we took a big step and became signatories of the Principles for Responsible Management Education (PRME). This is our fourth report, that we present to you with a great pride.

From our commitment to educate future managers, leaders that will be capable of generating sustainable value for businesses and society, we developed several initiatives and support faculty and students with projects that embrace the Sustainable Development Goals.

In the next years, we intend to support opportunities for the development of an open, safe and creative environment for discussion and learning, so we can co-create a sustainable future along with our students, faculty, Brazilian companies and civil society.

The next pages present a brief description of our activities and initiatives that illustrate our achievements from July 2015 to July 2017.

We hope you enjoy your reading!
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PRINCIPLE 1

Purpose

We will develop the capabilities of students to be future generators of sustainable value for business and society at large and how to work for an inclusive and sustainable global economy.
Established in 1950 through the joint efforts of Brazilian government, the business community, and the University of Michigan, Escola de Administração de Empresas de São Paulo da Fundação Getúlio Vargas, or FGV-EAESP (the São Paulo School of Business Administration of the Getulio Vargas Foundation), came as an answer to the demands for higher education in a country that had just started a period of great economic growth through industrial development.

Since 1954, FGV-EAESP has graduated more than professionals – citizens with solid knowledge to face the challenges of a world in permanent change. Over 100,000 FGV-EAESP students earned graduate and undergraduate degrees and acquired a leading-edge conceptual basis that prepare them to better understand the sociopolitical scenario and to contribute to country’s development.

FGV-EAESP’S MISSION

To develop and disseminate knowledge in the field of public and private business, which improves the quality of life of people and supports the country’s social and economic development.

To maintain excellence in the quality of teaching, academic output, and research, so that Brazil has a school whose standards are comparable to the best institutions worldwide.

To publish the findings of its research and studies of interest to other institutions, providing Brazilian society with new knowledge in the field of business management.

SCHOLARSHIP FUND

FGV-EAESP can proudly say that no undergraduate student has ever had to drop out because of financial reasons. To make this possible, since 1965 FGV-EAESP has maintained a Scholarship Fund, Brazil’s first financial aid program.

FGV-EAESP’s Scholarship Fund has offered over 21,500 scholarships and financial aid to students with demonstrated financial needs. The Scholarship Fund is funded by businesses, individuals, and the interest-free reimbursements of former scholarship recipients. Today, the program benefits 17 percent of undergraduate business students.
INTERNATIONAL ACCREDITATION

FGV-EAESP is one of few business schools worldwide recognized by the three most important business school accreditation organizations, the Association to Advance Collegiate Schools of Business (AACSB), the European Foundation for Management Development (EFMD), and the Association of MBAs (AMBA). In Brazil, FGV-EAESP is the only school accredited by these three organizations, which has earned it the Triple-Crown Accreditation.

In 2014, our Professional Master Program in Public Management and Policies (MPGPP) earned the initial accreditation of the International Commission on Accreditation of Public Administration Education and Training Programs (ICAPA).

Based in Belgium and a member of the International Association of Schools and Institutes of Administration (IASIA), ICAPA is a commission with members of the academic community and public service of several countries. It was established to assess academic and executive public management programs based on the standards of excellence jointly defined with the United Nations.
I personally share each achievement of Cursinho FGV and of its students. Cursinho FGV creates a true bond with us because it has a true cause that is greater than all of us. This gives me hope to see in the future an even more socially engaged generation here at FGV-EAESP.

Leila Mohamed Abduni, student of the business management program and contributor at Cursinho FGV leila.abduni@gmail.com

When I joined Cursinho FGV, I was unsure what major to pursue in college and was not familiar with the Public Administration course. Cursinho FGV played a key role in my choice because it helped, encouraged, supported, and prepared me for both the entry examinations and for life itself. Today I’m fully aware that without Cursinho FGV it would have been much more difficult to achieve this dream. I’m extremely happy for having been accepted in college and I thank Cursinho FGV for existing and being part of my life!

Bruna Ferreira, admitted to the Public Administration course in July 2015. brunaferrerluce@hotmail.com

Talking about Cursinho FGV is talking about family. We had a warm and friendly welcome when we enrolled and this has just got stronger over the course. Cursinho FGV provided us with excellent learning material and skilled and attentive teachers and monitors who treat us as individuals. Thanks to Cursinho FGV today I’m a student at Fundação Getúlio Vargas and I wake up every morning to live my dream. Today I’m immensely grateful to everyone and I feel honored to be part of the team and work next to people who a few months ago helped me get here.

Felipe Soares, admitted to the Public Administration course in July 2015. soaresqualquer@gmail.com

A student organization whose mission is to prepare socially responsible leaders. By discussing social inequality and engaging in real-life experiences, it brings business and public administration students closer to Brazilian social reality.

Pedro Mantovani, a business student at AACD, an organization that supports disabled children, in August 2013
STUDENTS GROUPS act for a better society

**COLETIVO FEMINISTA – CANDACES**

This is a women’s group open to all female FGV-EAESP students; it promotes lectures, meetings, and discussion on gender issues and women’s empowerment.

**TECHNOLOGIC INCUBATOR OF POPULAR INITIATIVES (ITCP-FGV)**

This is a student group committed to self-management, local development and solidarity economy, seeking businesses, cooperatives, and associations of small producers that share the principles of solidarity, democracy, and respect for human beings and nature to change the world, one person at a time. The main objective is to provide the necessary support for businesses with great potential for social and local impact, in order to make it empowered and independent.

**STUDENT CONSULTANCY (CJP-FGV)**

Consultoria Júnior Pública (CJP) is a student-run consulting company staffed by FGV-EAESP students; it offers projects in the social and public spheres. Today CJP-FGV has a partnership with the Boston Consulting Group.

**CJP-FGV supports social responsibility events**

**BOAÇÃO** is a social responsibility project organized in partnership with blood bank of a local hospital, Hospital Sírio-libanês. This event has been taking place twice a year since 2008 and is designed to encourage social engagement of the FGV community through blood donation.

**STUDENTS’ ASSOCIATION (DAGV)**

Students support events that help develop future generators of sustainable value

**First Rights Week**

To play a socially participative role, in March 2015 the FGV students’ organization (DAGV) organized the First Rights Week, a non-profit event designed to raise awareness of students and other stakeholders on the importance of discussing the rights of the LGBT community, Afro-descendants, women, and other citizens.

**Corta GV**

DAGV organized two editions of the Corta GV (Cut it GV) event, which encourages FGV-EAESP students and staff to donate their hair to make wigs for low-income cancer patients undergoing chemotherapy. The event partnered with Rapunzel Solidária, an NGO, and Marcos Proença, a hair salon.
PRINCIPLE 2

Value

We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Global Compact.
RESPONSIBLE MANAGEMENT IN FGV-EAESP ACADEMIC ACTIVITIES

SUSTAINABILITY MANAGEMENT MBA

Since 2006, FGV-EAESP offers an MBA program on Sustainability Management. It is designed to show the potential of sustainability as an essential strategic factor for obtaining and keeping a competitive edge in an increasingly globalized environment; offer tools to gain a competitive edge in an increasingly globalized environment; provide participants with tools to evaluate results, anticipate risks, and identify opportunities, considering the economic, social, and environmental aspects of the business; and share sustainability-related experiences in an articulated, integrated, and strategic view on the theme.

Coordinator: Prof. Mario Monzoni
mario.monzoni@fgv.br

OTHER UNDERGRADUATE ELECTIVE COURSES OFFERED

- Strategy and Sustainability in Organizations
- Social Entrepreneuring
- Vocation and Work
- Major Projects and Human Rights
- Integrated Education for Sustainability
- Sustainability and Value Chains
- Innovation for Sustainability
- Microfinancing and Financial Inclusion
- Economics and the Environment
- Sustainability: An Introduction to the Social and Environmental Theme
- Microfinancing

UNDERGRADUATE STUDENTS CAN OPT TO FOCUS ON SUSTAINABILITY IN ELECTIVE COURSES

The area of concentration on Sustainability and Environment in undergraduate courses encompasses a set of 12 credits granted in elective disciplines, which can be chosen by undergraduate students. The objectives are: a) to provide students with an integrated understanding of the environment and its interface with the social-cultural, production, work, consumption, and post-consumption dimensions and of proposals focusing on social and environmental sustainability; b) to develop the student’s skills so that they can become future generators of sustainable value and work for a sustainable and inclusive global economy.

Vice Coordinator: Prof. André Carvalho
andre.carvalho@fgv.br

ELECTIVE COURSES OFFERED TO EXCHANGE STUDENTS

CORPORATE SOCIAL RESPONSIBILITY IN BRAZIL

This course introduces the main concepts of corporate social responsibility (CSR) and associates them with strategy, governance, and other issues, covering Brazilian and international scenarios.

RACISM AND PREJUDICE: MISBEHAVIOR IN THE WORKPLACE

This course is designed to engage students to think critically about the social consequences of management in the workplace with regard to the diversity agenda and its policies and practices. Through this critical approach to the workplace, students are invited to reflect on the broader impacts of management within our society, and explore the mutual influence between society and the workplace.

DEVELOPMENT AND SUSTAINABILITY

Development and Sustainability is an introduction to understanding these themes. Upon completion of this course, students should be able to understand the importance of sustainable practices for business and government, the meaning of a sustainable operations strategy, and also be able to make meaningful contributions to policy implementations and project developments in organizations of all types and sizes.
Development discipline is mandatory at EAESP. It’s offered to students of Public Administration in the 3rd semester. There are 50 students per semester, and it has been offered every semester since 2012.

The discipline addresses issues such as the evolution of the idea of development and how public policies were created according to these ideas.

Beginning with the utilitarian principles, students delve into the great debate about human development and sustainability, reaching the Agenda 2030.

Coordinator: Prof. Gustavo Fernandes
gustavo.fernandes@fgv.br
Sustainable Development discipline is mandatory at EAESP. It’s offered to students of Public Administration in the 3rd semester. There are 50 students per semester, and it has been offered every semester since 2013.

The discipline addresses issues related to environmental public policies such as the Forest Code and the national law of solid waste (compared with European regulations).

Throughout the course, the teacher takes the students for a trip to the descent of the Caminhos do Mar park, between São Bernardo do Campo and Cubatão.

Coordinator: Prof. André Carvalho
andre.carvalho@fgv.br
ELECTIVE COURSES WITH CORE RESPONSIBLE MANAGEMENT CONTENT

INTERCULTURAL MANAGEMENT

This course discusses and reviews intercultural relations in the social world and in the workplace, in addition to raising the students’ awareness of the intercultural impact and interactions in contemporary life and management.

Professor Maria Tereza Fleury
mariatereza.fleury@fgv.br

LIBRAS: THE BRAZILIAN SIGN LANGUAGE

This course discusses and reviews intercultural relations in the social world and in the workplace, in addition to raising the students’ awareness of the intercultural impact and interactions in contemporary life and management.

Professor Sonia Regina Nascimento
sonia.oliveira@fgv.br

FUNDAMENTS AND TRENDS IN CONSUMER THEORY

This course discusses and reviews intercultural relations in the social world and in the workplace, in addition to raising the students’ awareness of the intercultural impact and interactions in contemporary life and management.

Professor Isleide A. Fontenelle
isleide.fontenelle@fgv.br

BUSINESSES WITH SOCIAL IMPACT

This course familiarizes students with a new vision of business under a more conclusive capitalism, providing the tools to develop these businesses and offering a comprehensive view of the challenges faced by low-income youth in the job market. By interacting with these youth, students expand their vision of the world and become better prepared to work in more diverse and highly complex environments.

Professor Edgard Barki
edgard.barki@fgv.br

CORRUPTION

This course is designed to prepare students to analyze the problem of corruption. This objective involves: (1) understanding the meanings and impacts of corruption practices; (2) understanding how Brazilian official corruption control institutions operate; (3) analyzing corruption cases; and (4) discussing the problem of corruption on a global level and trying to understand how to build international cooperation to address this problem.

Professor Francisco Cesar Pinto da Fonseca
francisco.fonseca@fgv.br

OTHER UNDERGRADUATE ELECTIVE COURSES OFFERED

- Strategy and Sustainability in Organizations
- Social Entrepreneuring
- Vocation and Work
- Major Projects and Human Rights
- Integrated Education for Sustainability
- Sustainability and Value Chains
- Innovation for Sustainability
- Microfinancing and Financial Inclusion
- Economics and the Environment
- Sustainability: An Introduction to the Social and Environmental Theme
- Microfinancing

SDGs 4
Inclusive Education

SDGs 10
Reducing Inequality
PRINCIPLE 3

Method

We will create educational frameworks, materials, processes, and environments that enable effective learning experiences for responsible leadership.
FGV-EAESPs objective is to promote a structure and a process of innovative coeducation that meet the demands of a transformational education towards sustainability and which consequently fosters changes in the paradigm of perception of both faculty and students.

INTEGRATED EDUCATION FOR SUSTAINABILITY

Following its tradition of pioneering and excellence in education, FGV-EAESP became a signatory of the PRME in 2009 and, through its Sustainability Studies Center (GVces), it created a course, Integrated Education for Sustainability (FIS).

FIS is designed for students majoring in business and public administration, economics, and law. It promotes a profound transformation in representations, attitudes, and actions through the epistemological, experiential, and symbolic reflection, searching for a meaning in the professional career.

MOTIVATION

To recognize the independence between the individual and the collective production process and sustainability.

MISSION

To offer integrated education for sustainability to undergraduate FGV-EAESP students.
Enable individuals to talk about their experiences rather than their opinions, to give them ownership over their discourses and practices. Raise their awareness regarding their surroundings by putting them in direct contact with them. Present the complexity of the decision making process, in the personal and career arena, as well as the possible impacts and consequences of these decisions.

To give individuals the necessary tools to freely make their choices (voluntarily and guided by their critical thinking), aware of their relationships with others (in addition to their own interests), and connected to the complex world in which we live.

Learning how to change, giving preference to initiative over passiveness, to opening over narrowness, to collaboration over competition, to flexibility over rigidity, to autonomy over dependence, to questioning over authoritarian belief.

Build a relationship with partners and engage society towards the theme covered by the FIS students. Produce new knowledge on sustainability and the educational processes, disseminating it in society, and making the student project a public asset.
Projeto Referência (Reference Project) provides services to one or more partners and to society based on an actual challenge presented by these stakeholders. Projeto Referência represents a unique opportunity for students to play a leading role in the challenging issues of their generation.

Projeto de Si Mesmo (One’s Self Project) provides students with an opportunity to get in touch with themselves and give rise to their subject. It is through the dynamic engagement between looking to one’s self and everyday happenings and work that an individual lives, shapes himself, and discovers life, discovering his own humanity.

**U THEORY**

The U Theory is based on the assumption that the quality of the results we achieve in any social system is the consequence of the quality of perception and awareness from which we operate these systems. Thus, the U Theory is a theoretical and practical model that suggests we live processes of change based on their phases: withhold judgment, observe with new eyes, connect to one’s self, co-create, crystalize, and prototype new ideas.

**TRANSDISCIPLINARITY**

Transdisciplinarity explores at the same time what is between, through, and beyond disciplines. It is supported by three pillars:

- **Complexity**: Recognize that some interactions can’t be explained by direct cause-effect relations. Complex systems include paradoxes, self-reference, incompleteness, and contradictions. Complex systems deal with changes and preservations; with the macrotermination of the whole and the autonomy of the parts.

- **Reality levels**: recognize that there are several levels of reality, as well as different ways to access them, including our own five senses, rationality, emotion, intuition, and symbolic.

- **The logic of the third included**: go beyond binary logic (“this or that”) to find the third element that allows us to see reality as “this and that.”
<table>
<thead>
<tr>
<th>Year</th>
<th>Edition</th>
<th>Description</th>
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| 2009 | Second  | In 2009, the FGV joined PRME and it was in this context that the FIS emerged. After 10 editions, the School feels that it is time to take another step towards an innovative educational proposal for FGV. The challenge of FIS 11, Transformar group, was to “Promote experience(s) that mobilize, invite and inspire those involved in higher education to explore the application of new models, principles and perspectives for training for business schools”.
| 2016 | First   | The challenge of gender equity and women’s empowerment is complex, so it is necessary to bring together partners in building a common vision, nurturing spaces for the involvement of women and men to take other steps that do not reinforce the binary logic of “us against them”. In this edition, the students were challenged to look at the gender issue in the business environment, with a "gameification" approach that provoked reflection and mobilization within these organizations.
| 2017 | First   | A common notion of when one speaks about food desert is that it occurs in regions or even whole cities where there is no access to fresh food. In these places it is practically impossible to find a meal with vegetables, fruits, foods that have not been prepared industrially. People there often lose the ability to prepare a meal and their cultural identity. This is part of the debate about the country’s development model. To rise economically without developing all dimensions of life (which has as a good measure a humanized dietary pattern, inserted in a cultural, social and environmental context) is a question for sustainability. In the 14th edition of FIS, the students were challenged to build a digital and interactive mosaic that reveals the situation of food deserts in the city of São Paulo, provoking a reflection on their existence. |
A NEW MODEL FOR PUBLIC ADMINISTRATION COURSE IN FGV-EAESP

The Public Administration graduate course was completely redesigned in 2010 and 2011 and in 2012 began its first class. Currently, we have 7 classes in operation (approximately 340 students/semester), the course has a strong connection with experiential activities, and during the eight semesters, students perform a series of activities aimed at bringing them closer to the professional reality. Among these activities are:

- Field work in institutions
- Organizational diagnostics and
- Applied research on innovative experiences in public management

Furthermore, the students perform 3 required immersions:

**FEDERAL IMMERSION**  
*(3RD SEMESTER)*

Lasting one week, the purpose of this course is to bring the students close to the daily life of the teams that coordinate some key public policy of the country. In previous editions, the experiences visited were: Bolsa Verde (Ministry of Environment), Brazil without Poverty, Crack is possible to win!, Living Culture (Ministry of Culture), Women Living without Violence, PAC- Sanitation, Plan Youth Alive, Brazil Quilombo Program, Acceleration Program growth, the National program of Rural Worker Documentation and Department of Continuing Education, Literacy, Diversity and Inclusion, among other experiences.

**LOCAL IMMERSION**  
*(5TH SEMESTER)*

Lasting ten days, the goal is to bring the students the challenges faced by states and municipalities to implement policies on education, health, culture, local development, environment, management public, defending the rights of minorities and public safety. In previous editions, we have already visited Alagoas, Bahia, Ceará, Mato Grosso do Sul, Pará, Paraná, Pernambuco, Rio Grande do Sul, among other states.

**SOUTH-SOUTH CONNECTION**  
*(7TH SEMESTER)*

Lasting thirty days, the goal is to get the students to know the socioeconomic realities of Latin American countries and learn from the policies that governments are formulating to address the key national challenges. In the first edition, held in July 2015, the students visited experiences in Bolivia, Chile, Colombia, Costa Rica and Peru, to meet public policy education, public safety, urban mobility, minority rights, tourism, environment and local development.

Coordinators: Prof. Fernando Abrucio (Fernando.abrucio@fgv.br), Prof. Marco Teixeira (Marco.teixiera@fgv.br) and Prof. Fernando Burgos (Fernando.burgos@fgv.br)
PRINCIPLE 4

Research

We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable, social, and economic value.
By incorporating the Global Compact areas into academic research, FGV-EAESP is not only upholding their basic responsibilities to PRME, but also setting the stage for a new perspective in responsible education. Here we introduce the number of dissertations and doctoral thesis of our post-graduation programs in Business and Public Management that had at least one of the 17 SDGs as its main topic from jul/2015 to jul/2017.

**PhD**
- 14 PhD thesis in our PhD in Business Administration
- 15 PhD thesis in our PhD in Public Administration

**Academic Master**
- 17 Master Dissertations in our Master in Business Administration
- 15 Master Dissertations in our Master in Public Administration

**Professional Master**
- 9 Master Dissertations in our Professional Master in Business Administration
- 21 Master Dissertations in our Professional Master in International Administration
- 26 Master Dissertations in our Professional Master in Administration and Public Policy
We selected few of our research to illustrate how the faculty is committed and engaged with the promotion of the Sustainable Development Goals.

**PhD THESIS – Business Administration**

**Food waste in lower-middle income households**
Gustavo Porpino de Araújo, Juracy Gomes Parente (2015)

**Challenges in the implementation of environmental education in undergraduate courses in administration**
Josiane de Andrade Pereira, José Carlos Barbieri (2016)

**Development for whom? An analysis of the impacts of the performance of a Brazilian multinational on African soil**
Nicole Spohr, Rafael Alcadipani (2016)

**MultipliCidades da Favela**
Nayara Silva de Noronha, Maria José Tonelli, Edgard Elie Roger Barki (2017)

**Financial and socioenvironmental performance: a study of the circumstances in which it is worth being green**
Alexandre Garcia, Renato J. Orsato (2017)

**PhD THESIS – Public Administration**

**Contemporary slave labor and capable state in Brazil**

**Microcredit and empowerment of women: the case of Banco Popular Crédito Solidário**
Nathalia Moreira, Eduardo Diniz (2016)

**Public money down the drain: management and corruption essays**
Caio César Costa, Ciro Biderman (2016)

**Water and coexistence with the semi-arid: multiple waters, distributions and realities**
Maria Cecília Pereira, Marta Farah (2016)

**Racial inequality and education: an analysis of affirmative policies in higher education**
Nara Ferreira, Fernando Abrucio (2017)

**National solid waste policy in the State of Paraná**
Laurice Ricardo, Fernando Abrucio (2017)

**ACADEMIC MASTER**

**Does corruption increase rewards in legally registered firms?**
Karin Chambi, Paulo Arvate (2017)

**Non-compliance with sustainability practices in supply chains**
Guilherme Zamur, Ely Paiva (2017)

**Contributions to social housing**
Giuliano Silva, Kurt von Mettenheim (2017)

**The agenda-setting process in smart cities - an analysis of the funding of a multilateral agency**
Javiera Macaya, Lauro Farias, Maria Alexandra Cunha (2017)

**PROFESSIONAL MASTER**

**Institutional arrangements and the new Legal Framework for Science, Technology and Innovation**
Luciana Carvalho, Ana Cristina Martes (2016)

**Shared economy and regulatory challenges**
Mariana Noronha, Arthur Barrionuevo Filho (2017)

**Social cause marketing & women empowerment**
Donatella Basdereff, Sérvio Prado Júnior (2016)

**Evaluation of a project to generate energy through the recycling of solid urban waste**
An interpretation on the reality of an unequal struggle: the justice system, the penal system and the structural problems of the Brazilian state

Luiz Guilherme Guimarães’ PIBIC research was awarded in 2017 as the best PIBIC in Public Administration. Supervised by Prof. Francisco Fonseca, the research seeks to understand how the advent of a neoliberal context and the transition from the Welfare State to a Penal State directly influences the question of incarceration. Results show that the Justice System and the Penal System do not reinsert the individual in society, nor can it afford conditions for access to justice. The most vulnerable classes are likely to be subject to less euphemistic consequences if they are subject to legal and regulatory frameworks as well as to those systems.

“The PIBIC is an important and unforgettable experience that marked my academic trajectory positively. Having managed to build my research at FGV was an honor and a privilege. Increasingly the academic world attracts to provide the changes that can be achieved with research. Science and knowledge need to be used to improve social well-being and to build a more egalitarian, just and opportune society, based on different interpretations of reality. It is worth mentioning that ineptitude is a right for everyone, but knowledge can emancipate from addictions and allows an expanded view of the context in which we are inserted”.

Luis Guilherme Guimarães, PIBIC student

The impact of the rupture in Samarco’s supply chain

Guilherme Pisciolaro’s PIBIC research was awarded in 2017 as the best PIBIC in Business Administration. Supervised by Prof. Suzana Pereira, the research aimed at identifying the impacts caused by the rupture in Samarco’s supply chain, occurred in November 2015, with the rupture of the dam of Fundão, in Mariana (MG). The research used concepts such as chain management, chain risk management, resilience in supply chain. Results evidence that the greatest impacts caused by the rupture were in the environment and the local economy, whose main activities were fishing and agriculture. The impact to the shareholders of Samarco, Vale and BHP Billiton, were restricted to economic losses and disruption of local operations, so that no major impacts were identified along their supplies.
**Objective:** Train new researchers using young talent in research projects, under the guidance of school faculty.

### OTHER THEMES RESEARCHED IN THE PERIOD

<table>
<thead>
<tr>
<th>Topic</th>
<th>Advisor(s)</th>
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<td>Environment and public policies: how does the ABC plan promote changes in the environmental impact of agriculture in brazil?</td>
<td>Natalia Soares Esper - Advisor: Prof. Marcus Vinicius P. Gomes</td>
</tr>
<tr>
<td>The question of HIV/Aids in the municipality of São Paulo</td>
<td>Luiz Augusto Fantini Junior - Advisor: Prof. Ana Maria Malik</td>
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<tr>
<td>The process of professionalization in technological incubators of popular cooperatives</td>
<td>Leonardo Fujisima Yada - Advisor: Prof. Mario Aquino Alves</td>
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<td>Analysis of the use of the Global Reporting Initiative model for the development of sustainability reports: a study in companies of the food industry around the world</td>
<td>Marina Mori Helou - Advisor: Prof. Luciel Henrique de Oliveira</td>
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<td>Women in the situation of social vulnerability: contexts, symbolic construction and public policies</td>
<td>Beatriz Junqueira Kipnis - Advisor: Prof. Marcus Vinicius Peinado Gomes</td>
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<tr>
<td>The agribusiness scenario and the sector company strategies</td>
<td>Vitor Umbelino Vieira Machado de Mendonça - Advisor: Prof. Sérgio Bulgacov</td>
</tr>
</tbody>
</table>
CONEXÃO LOCAL (LOCAL CONNECTION)

The Local Connection project encourages FGV's undergraduate students to engage in innovative experiences involving local social management and economic development, focusing on public policies, fighting poverty, and promoting citizenship.

“Conexão Local (Local Connection) is a field research project GVpesquisa offers to undergraduate students, who, in groups of two or three, spend 20 days immersed in an experience anywhere in Brazil. Each group of students is accompanied by an advisor during the first week; after that, the advisor returns and the students have to proceed with the field research on their own.

In July 2017, Aline Fernandes and Marcela Côrrea, Public Administration undergraduate students, went to Patos de Minas, Minas Gerais state, to conduct their research on Quilombolas’ history. After an initial exploratory research, they understood that women had and important role in their history and memory. The students under the supervision of Aline Barbosa intended to explore how Quilombola women still protect their history and memory through their practices and daily activities.

Marcela Côrrea also affirms that several cases of gender violence were discussed with the interviewees and further explored on their report: “Almost all the interviewees reported cases of violence of all types: symbolic, racial, gender, and physical. We wanted to discuss this, taking into account the Brazilian panorama of historical inequality with the black woman.”

Marcela continues saying that “the identity sums up with gender, class, and race to generate another inequality factor that is intersectional”. For the team the award was a surprise and they were really happy to have the opportunity to discuss such an important topic with their fellows.

“This cause is really important. To give it this historical agency is important. It is a hidden cause, totally ignored. It is not me or Aline that are giving voice to them. They shared their voice with us. What is important is that we had the chance to put it in a paper, in the form of a written history, as a document.” As the students emphasized in their speech, the study opens the discussion about public policies that are focused on those women who are being systematically violated and excluded.”

From the left: Aline Barbosa (PhD Student at FGV and instructor), Aline Fernandes and Marcela Côrrea (Awardees of the Best Conexão Local Report in 2017).

Aline Fernandes and Marcela Côrrea (Awardees of the Best Conexão Local Report in 2017) with the project participants in Patos de Minas, MG.
### Banco Palmas: the birth of a digital community bank

Students: Eurídice Gomes da Silva Hernandes and Ninna Nanni Gimaraes Azevedo
Instructor: Érica Siqueira

### The P1MC program: transforming the semiarid - Ceará

Students: Luis Gustavo Fahkouri and Marina L. C. P. Cano
Instructor: Marcus Vinicius Gomes

### Association of Protection and Assistance to the Convicted (APAC) - Minas Gerais

Students: Daniela Iversson Krausz and Vinicius Attie Georges
Instructor: Anna Mortara

### How does female empowerment manifest itself in the daily struggle of 5 women in a context of income inequality in the metropolitan region of Campinas?

Students: Amanda Sadalla and Daniela Peixoto
Instructor: Roberto Serackinsk

### Rural exodus of the new generations: why are they going forward? what are the perspectives for it? Case study at the Ipanema Settlement (Iperó-SP)

Students: Ana Laura Ferrari, Clara Limongi, Jonas Batista, Marina Fontoura, and Stefania Molina
Instructor: Luiz Pinheiro Junior

### The implementation of quota policy in the federal University of Uberlândia UFU) - MG

Students: Luca Buckup Cohen and Marina Katurchi Exner
Instructor: Paulo Paganini

### Association of Fishermen of Rio Ratones of Florianópolis - SC

Students: Diana dos Reis Serafim and Rafael Luiz Falciano
Instructor: Renata Cherém
FGV-EAESP’s Research and Study Centers and Forums play an important role in academic activities, especially in research and publication. The research and studies carried out by both professors and students at the centers are made available to the public through books, censuses, and press articles. Below is a list of centers that lead study projects in responsible management education.

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<th>Study Centers</th>
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<tr>
<td>Microfinance Study Center (CEMF)</td>
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<td>Health Planning and Management Study Center (GVsaude)</td>
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<td>Public Administration and Government Study Center (CEAPG)</td>
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<td>Politics and Economics in the Public Sector Studies Center (CEPESP)</td>
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PRINCIPLE 5
Partnerships

We will interact with managers of business corporations to extend out knowledge on their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

PRINCIPLE 6
Dialogue

We will facilitate and support a dialog and a discussion among educators, students, business, government, consumers, media, civil society organizations, and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.
**Business Initiatives**

In an effort to have an integrated vision of the different sustainability themes, several initiatives were developed in order to integrate projects in the supply side of the economy and which gather businesses to discuss and jointly build tools, solutions, strategies, and policies towards sustainable development. This is what GVCes have planned for the Business Initiatives for 2017:

| **Trends in Ecosystem Services (TeSe)** | Management of ecosystem services addressing Environmental Profit & Loss (EP & L) and ecosystem services in risk management, as well as the development of valuation projects (economic and non-economic) and reporting ecosystem services. |
| **Companies for the Climate Platform (EPC)** | Mitigation and adaptation to climate change, with a focus on reduction through the Marginal Cost of Cut (MACC) and Internal Carbon Pricing (PIC). In adaptation, the work will be in the preparation of companies for acting in platforms and networks. |
| **Innovation and Sustainability in the Value Chain (ISCV)** | Development of concrete ways to integrate the guidelines and principles of the new ISO 20400 standard. |
| **Applied Life Cycle (CiVia)** | In 2017 two categories of environmental impact will be emphasized: climate change (through carbon footprint) and water use (through the water footprint). It will also discuss issues of environmental product information reporting and quantification tools. |
| **ID Local** | Private Social Investment of the territorial type. |

“**FURNAS always valued itself for being at the forefront of sustainability, so since 2008 it has been a member of the Brazilian GHG Protocol Program (as a founding partner). In 2012, with the objective of engaging in other issues related to climate change, besides developing its own Corporate GHG Inventory, the Company also joined the EPC Platform, but it is undoubtedly the year 2016 that best reflects our alignment with the best market practices after adhering to GVCes initiatives. Our participation at the Adaptation WG, for example, has become essential to broaden the discussions in the Eletrobras Group's Climate Strategy WG, which has resulted in the creation of a task force composed of representatives from each of the companies. Finally, we must highlight the relevant experience in the ‘Jornada Empresarial’, not only for the transversality of the water resources theme, but also for the direct contact with various stakeholders and large partner companies in Business Initiatives. Therefore, we are grateful for the present opportunity, which has been very relevant to overcome the challenges in the scope of Corporate Sustainability.”

“The Business Initiatives of FGV have contributed strongly to the business agenda of climate change, with emphasis this year (2017) on the subject of carbon pricing. In addition to the access to new knowledge, we had practical exercises, interaction with new contents and technical exchange with national and international actors. The experience has been rich from a technical point of view, and also in the identification of new processes aligned with the strengthening of national competitiveness.”

"Braskem"
INTEGRATED EDUCATION FOR SUSTAINABILITY involves stakeholders outside FGV-EAESP

In Brazil, managing protected areas is an issue of great importance but mostly unrecognized by government authorities, businesses, and society in general. This was the challenge suggested by GVces in the second half of 2014 for the students of the ninth edition of the Integrated Education for Sustainability (FIS) elective. The group was challenged to engage stakeholders using an innovative and creative way, a board game.

To do so, students had to leave the classroom and go out in the field, to see for themselves the everyday challenges faced by those involved in this activity. FIS students visited public and private conservation areas in the states of Amazonas, Minas Gerais, and São Paulo, talked to specialists and managers about the challenges and possible solutions that could support managing these areas in Brazil. The students had the support of organizations such as Instituto Semeia, Fundação Amazonas Sustentável (FAS), and the Brazilian Association of Ecotourism and Adventure Tourism Companies (ABETA), in addition to FIS partner companies, like Banco Itaú, the Konrad Adenauer Foundation, and Gol Linhas Aéreas.

MULTIPLE STAKEHOLDER DISCIPLINE

“In my contact with FIS, I was able to experience to complex issues of managing protected areas in Brazil. From the start, I saw a huge challenge. For the first time, just applying myself to books, exercises, and class material would not ensure me the usual high performance. This time around, mathematics was not that exact or that logic. This made me decide to commit body and soul to FIS’ experiences. FIS made me understand that being there goes beyond to just being there physically. Being there means being aware and taking each step with confidence and commitment.”

Jéssica Chryssafidis, FIS 9 student, about her experience in taking part in this co-educational process.

“We know how important it is to bring the issue of managing protected areas in Brazil closer to future decision takers, who even if working in other industries will be in a position to positively impact the planet’s future. This experience with FIS students was extremely positive. We are convinced that this course has contributed to raising an unique awareness among participants, something we believe is key to building a more promising future for both society and the planet.”

Fernanda Aidar, of Instituto Semeia, a partner of the Alcateia Group of FIS 9.

“When Professor Mario suggested we design a board game jointly with a group of 16 FIS students, we thought this was a daring challenge! As far as we knew it, no game designer had ever attempted anything like it. But it turned out to be a fantastic experience! The students quickly got hold of the tools and showed remarkable creativity, creating an excellent game for a complex issue: Managing Conservation Units. For us, it represented an unforgettable experience! Fabiano Onça, of Onça Games, one of the partners that supported the Alcateia Group (FIS 9) in the development of the “Mission Vera Cruz – Rediscovering Brazil” game.
ABOUT FGV-EAESP
http://eaesp.fgvsp.br/en

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