PRME SHARING INFORMATION ON PROGRESS REPORT

FEBRUARY 2014
LETTER FROM THE DIRECTOR

Curitiba, February 2nd, 2014.

Letter n° 64/14

Ref: Renewal of the Commitment to PRME and Sharing Information on Progress Report

The National Service for Industrial Apprenticeship (SENAI) in Paraná is honored to be a signatory of the Principles for Responsible Management Education.

As an institution involved in the education of current and future managers, SENA in Paraná is committed to engaging in a continuous process of improvement in the application of the Principles for Responsible Management Education, reporting on progress to all stakeholders and exchanging effective practices with other PRME Participants.

It is with great pleasure that we present our first Sharing Information on Progress Report. This SIP Report reflects a summary of the main activities carried out at SENA in Paraná that are directly and indirectly aligned with the Principles for Responsible Management Education.

We appreciate the opportunity to present our Sharing Information on Progress Report and renew our commitment to the Principles for Responsible Management Education understanding that our own organizational practices should serve as example of the values and attitudes we convey to our students, encouraging other academic institutions and associations to adopt and support these Principles and agreeing to receive the periodic updates that are sent by the Secretariat to PRME Signatories.

Sincerely,

Marco Antonio Areias Secco
Regional Director of SENA in Paraná

Mr. JONAS HAERTLE
PRME Secretariat
UN Global Compact Office
PRMESecretariat@unprme.org
212-907-1348
www.unprme.org
New York
United States of America
# TABLE OF CONTENTS

SENAI AND SENAI IN PARANÁ OVERVIEWS ................................................................. 6

SENAI IN PARANÁ MISSION AND FUTURE VISION .................................................... 8

1 - PRINCIPLE 1 - PURPOSE .................................................................................... 10

1.1 - BRIEF OVERVIEW ......................................................................................... 10

1.2 - MAJOR ACHIEVEMENTS ............................................................................... 10

1.2.1 - SENAI PROFESSIONAL EDUCATION METHODOLOGY ................................. 10

1.2.2 - SPECIFIC COURSES AND PROGRAMS IN HIGHER EDUCATION - TECHNOLOGICAL UNDERGRADUATE AND GRADUATE COURSES ......................................................... 11

1.2.2.1 - POST-GRADUATE PROGRAM ON MANAGEMENT AND ENVIRONMENTAL TECHNOLOGIES IN INDUSTRY ........................................................................................................ 11

1.2.2.2 - INTERNATIONAL PROFESSIONAL MASTER’S PROGRAM ON URBAN AND INDUSTRIAL ENVIRONMENTS ................................................................. 12

1.2.2.3 - POST-GRADUATION PROGRAM ON PAPER AND CELLULOSE (SENAI TECHNOLOGY COLLEGE IN TELÊMACO BORBA) ........................................................................................................ 12

1.2.2.4 - CISUS PROGRAM ..................................................................................... 12

1.2.2.5 - RACIAL-ETHNICAL RELATIONS, HUMAN RIGHTS, ENVIRONMENTAL EDUCATION CONTENTS AND SIGN LANGUAGE IN THE TECHNOLOGY HIGHER EDUCATION PROGRAMS ................................................................................................. 11

1.2.3 - WASTE MANAGEMENT AND INFRASTRUCTURE AS A REFERENCED FOR SHAPING RESPONSIBLE LEADERSHIP ..................................................................................................... 13

1.2.4 - SENAI IN PARANÁ SUSTAINABILITY COMMITTEE ......................................... 14

1.3 - FUTURE PERSPECTIVES .................................................................................. 15

2 - PRINCIPLE 2 - VALUES ....................................................................................... 15
2.1 - BRIEF OVERVIEW ........................................................................................................... 15
2.2 - MAJOR ACHIEVEMENTS ............................................................................................... 16
2.2.2 - EVALUATION CRITERIA ......................................................................................... 16
2.2.3 - “SENAI IN PARANÁ OLIMPÍADAS DO CONHECIMENTO” ................................ 18
2.3 - FUTURE PERSPECTIVES .............................................................................................. 19
3 - PRINCIPLE 3 - METHOD ................................................................................................. 19
3.1 - BRIEF OVERVIEW ....................................................................................................... 19
3.2 - MAJOR ACHIEVEMENTS ............................................................................................. 20
3.2.1 - SENAI IN PARANÁ METHODOLOGY FOR PROFESSIONAL EDUCATION ........ 20
3.2.2 - TRANSVERSE COMPETENCES BOOK COLLECTION - ENVIRONMENTAL SUSTAINABILITY AXIS . 20
3.2.3 - THE EXPERTS BOOK COLLECTION ..................................................................... 21
3.2.4 - PREVENTIVE EDUCATION CENTER (NEP) ......................................................... 22
3.2.5 - INTEGRATIVE PROJECTS ....................................................................................... 22
3.2.6 - “SENAI WORLD” OPEN HOUSE ........................................................................ 22
3.2.7 - PARTICIPATION IN THE SCIENCE WITHOUT BORDERS PROGRAM ................ 23
3.2.8 - NOTICE BOARD .................................................................................................... 23
3.3 - FUTURE PERSPECTIVES ............................................................................................ 23
4 - PRINCIPLE 4 - RESEARCH ............................................................................................ 24
4.1 - BRIEF OVERVIEW ....................................................................................................... 24
4.2 - MAJOR ACHIEVEMENTS ............................................................................................. 24
4.2.1 - INOVA SENAI IN PARANÁ EXHIBIT AND CONTEST ........................................ 24
4.2.2 - COURSE COMPLETION PAPERS AND PROJECTS ............................................. 27
4.2.3 - SENAI CENTER FOR SUSTAINABLE SOLUTIONS ............................................ 27
4.3 - FUTURE PERSPECTIVES ............................................................................................ 30
5 - PRINCIPLE 5 - PARTNERSHIP ....................................................................................... 30
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 - BRIEF OVERVIEW</td>
<td>30</td>
</tr>
<tr>
<td>5.2 - MAJOR ACHIEVEMENTS</td>
<td>30</td>
</tr>
<tr>
<td>5.2.1 - COMPANY PRE-INCUBATOR OFFICE PROJECT PROMOTING NEW BUSINESS IN TELÊMACO BORBA</td>
<td>30</td>
</tr>
<tr>
<td>5.2.2 - SENAI INCLUSIVE ACTIONS PROGRAM (PSAI)</td>
<td>33</td>
</tr>
<tr>
<td>5.2.3 - LOCAL SUPPORT GROUPS (GAL)</td>
<td>33</td>
</tr>
<tr>
<td>5.2.4 - TECHNICAL EDUCATION AND EMPLOYMENT ACCESS NATIONAL PROGRAM (PRONATEC)</td>
<td>34</td>
</tr>
<tr>
<td>5.2.5 - SENAI IN PARANÁ INDUSTRIAL APPRENTICESHIP PROGRAMS</td>
<td>36</td>
</tr>
<tr>
<td>5.2.6 - REGIONAL CENTRE OF EXPERTISE (UNU RCE) - EDUCATION FOR SUSTAINABLE DEVELOPMENT</td>
<td>36</td>
</tr>
<tr>
<td>5.3 - FUTURE PERSPECTIVES</td>
<td>37</td>
</tr>
<tr>
<td>6 - PRINCIPLE 6 - DIALOGUE</td>
<td>37</td>
</tr>
<tr>
<td>6.1 - BRIEF OVERVIEW</td>
<td>37</td>
</tr>
<tr>
<td>6.2 - MAJOR ACHIEVEMENTS</td>
<td>37</td>
</tr>
<tr>
<td>6.2.1 - TRAINING COURSES AND MEETINGS WITH SENAI EDUCATIONAL TEAMS.</td>
<td>38</td>
</tr>
<tr>
<td>6.2.2 - PARTNERSHIPS WITH UNIONS TO FORM SUSTAINABLE LEADERS</td>
<td>38</td>
</tr>
<tr>
<td>6.2.3 - REGIONAL COMMITTEE SUSTAINABILITY EDUCATION, ORGANIZATIONAL ENVIRONMENT, EQUITY AND SOCIAL-ENVIRONMENTAL RESPONSIBILITY (CRESCE)</td>
<td>39</td>
</tr>
<tr>
<td>6.3 - FUTURE PERSPECTIVES</td>
<td>40</td>
</tr>
<tr>
<td>7 - HELPFUL SUPPORT FROM PRME SIGNATORIES OR FROM THE PRME STEERING COMMITTEE</td>
<td>41</td>
</tr>
<tr>
<td>8 - CONTACT PERSON FOR ANY SIP RELATED QUESTIONS OR COMMENTS</td>
<td>42</td>
</tr>
</tbody>
</table>
SENAI AND SENAI IN PARANÁ OVERVIEWS

The National Service of Industrial Apprenticeship (SENAI) was founded in 1942, with the mission to support Brazil’s industrial development based on import substitutions and on the need for qualified labor. SENAI is part of Brazil’s Industry Confederation and has the mission to promote vocational training, technical education, industrial technological innovation, therefore increasing the competitiveness of the Brazilian industry.

SENAI is based on a normative structure with one National Council and Regional Councils. Its executive structure comprises one National Department and 27 Regional Departments. The National Department coordinates national policies and financial support programs, while the Regional Departments develop educational and technological programs.

In Brazil there are 809 operating SENAI units (323 mobile); 200 laboratories; over 20,000 employees; 28 industrial areas of expertise; over 2.5 million annual enrolments in technical and vocational education and training; over 200 technological innovation projects supported annually and international partnerships in more than 25 countries. SENAI has been a WorldSkills International member since 1983.

In the State of Paraná, SENAI was founded in 1943 and is part of Paraná’s Industry Federation, which represents over 100 trade unions, 46,000 industries and 820 thousand employees. SENAI in Paraná has the largest complex of professional education and industrial technology through the State and its infrastructure is ready to meet the needs of our industrial community. For over 70 years SENAI in Paraná has been providing professional and technological education, as well as meeting the needs for industrial modernization and innovation. In practical terms this means having a network of education and technology with 51 units of service throughout the state, including: 43 professional training centers, seven Senai Technology Institutes and one Senai Innovation Institute.

The products and services of SENAI in Paraná are focused mainly on:

1. TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING: apprenticeship; technical courses; qualification courses; graduate and post-graduate programs.

2. TECHNOLOGY & INNOVATION: technical assistance; technological dissemination and applied research.

3. AREAS OF EXPERTISE: environment; chemistry; electrochemistry; metal-mechanics; civil construction; nonmetallic minerals; cellulose & paper; wood & furniture; food & beverages; information technology; electro-electronics; automation; mining; oil & gas; polymers; printing; metrology; cooling & air conditioning; automotive; leather & footwear; energy; management and gems & jewelry.
SENAI in Paraná also has an International Innovation Center focused on knowledge sharing as a key factor concerning the future of private enterprises and industries which are one of the greatest actors in economic, social and environmental development. This Center was presented to the market in 2009 and aims to be an innovation agent combining innovation products and services and also partnerships with other Brazilian and international innovations players. The products and services of this Center are focused mainly on: innovation and creativity culture; strategic technology management; university-enterprises partnerships and innovative entrepreneurship.

In the past couple of years SENAI in Paraná started the process of implementing the SENAI Innovation Institute in Electrochemistry and the SENAI Technology Institutes.

The SENAI Innovation Institute in Electrochemistry was inaugurated in 2013. It has the mission to strengthen the industrial competitiveness and sustainability, by giving support to the development of innovative processes and products, through state-of-art applied research in electrochemistry. The main applied research areas comprise: corrosion, coating and material treatment; nanotechnology applied to materials; energy, renewable energy and energy efficiency; biomaterials and biocompatible materials; electrochemical sensors; waste treatment through electrochemical processes; batteries development and tests.

The SENAI Technology Institutes are in the process of being implemented and will be specialized in services directed to relevant industrial sectors on a regional basis. It’s laboratories will be oriented to technical and technological service demands, support for industrial applied research and innovation projects. The courses portfolio will be strongly oriented to technical education and undergraduate courses according to the local industrial sector demands. The seven SENAI Technology Institutes are aligned to technological platforms, which are:

1 - Environment and Environmental Processes;
2 - Information and Communication Technology Applied to Industrial Production;
3 - Wood, Furniture and Design;
4 - Food and Beverage;
5 - Pulp and Paper;
6 - Mechanical Manufacturing, Metal-mechanics and Micromachining;
7 - Civil Construction and Sustainable Construction Methodologies.
SENAI IN PARANÁ MISSION AND FUTURE VISION

SENAI IN PARANÁ MISSION

Promote professional and technological education, innovation and industrial technology transfer, contributing to increase the competitiveness of the Brazilian Industry.

SENAI IN PARANÁ FUTURE VISION

Consolidate the institution as the national leader in professional and technological education and be recognized as a promoter of innovation and industrial technology transfer for the Brazilian industry, working with an international standard of excellence.
THE PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION

The Six Principles indicated below are the guiding framework for SENAI in Paraná to integrate corporate responsibility and sustainability in a gradual but systemic manner.

<table>
<thead>
<tr>
<th>PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION</th>
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</thead>
<tbody>
<tr>
<td>1. PURPOSE: We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.</td>
</tr>
<tr>
<td>2. VALUES: We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.</td>
</tr>
<tr>
<td>3. METHOD: We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.</td>
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<tr>
<td>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, environmental and economic value.</td>
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<td>5. PARTNERSHIP: We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.</td>
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<tr>
<td>6. DIALOGUE: We will facilitate and support dialog and debate 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.</td>
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VALUES AND COMMITMENTS

Since its foundation, SENAI in Paraná has been committed to professional and technological education. Historically, in the first years, the focus was to provide apprenticeship and technical courses, therefore preparing skilled workers for the State’s industries. Soon afterwards national and international industrial technology transfer and technological innovation became part of SENAI’s in Paraná portfolio. Nowadays, undergraduate and graduate courses, along with many other professional and technological education activities, corresponding to a total of over 360,000 enrolments in 2013, form and support professionals who are able to lead fundamental changes in companies, institutions and governments.

In the present report SENAI in Paraná achievements were preferably allocated under a certain principle. However, due to the extension and scope of many activities they could also be placed under more than one principle.

1 - PRINCIPLE 1 - PURPOSE

We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

1.1 - BRIEF OVERVIEW

SENAI in Paraná has extensive experience with professional and technical education. The development of capabilities of students to be future generators of sustainable values for business and society and to work for an inclusive and sustainable economy are concepts incorporated in content and activities throughout the education process. These concepts are also included in extracurricular and volunteer activities.

1.2 - MAJOR ACHIEVEMENTS

1.2.1 - SENAI PROFESSIONAL EDUCATION METHODOLOGY

A strong ally to achieving this principle of Purpose is the use of a specific methodology that since 2002 was established and entitled as “SENAI Professional Education Methodology”. Its
main guiding principles include teaching practices that comprise “proximity of work and social practices”, “incentive for critical thinking and innovation” and “mediate learning”, among others that aim at developing professional citizens. The SENAI Professional Education Methodology has the development of social-organizational skills in students as its method and aims to form professionals with a responsible leadership profile by elaborating specific and planned learning situations.

In 2013, while searching for references to consolidate the SENAI Professional Education Methodology, a group of SENAI Paraná leaders participated in the Academy on Formation and Development of Competences - Competency Development for Greater Productivity, Employment Creation and Development, promoted by the International Labor Organization (ILO), in Turin, Italy. During this event SENAI in Paraná presented some initiatives accomplished in the State. The projects presented were: “João-de-Barro” (basic professional qualification course in the civil construction area including practical classes in construction sites that was offered to the low income population in the city of Umuarama, Paraná); training for hearing impaired students on clothing manufacturing in the city of Cianorte (Paraná) and preparation for them to participate in the “Olimpíadas do Conhecimento” (competitions equivalent to the State or National phase of the WorldSkills International initiative); and the New Leaders Program idealized by the Industries Federation of the State of Paraná (FIEP).

1.2.2 - SPECIFIC COURSES AND PROGRAMS IN HIGHER EDUCATION - TECHNOLOGICAL UNDERGRADUATE AND GRADUATE COURSES

1.2.2.1 - POST-GRADUATE PROGRAM ON MANAGEMENT AND ENVIRONMENTAL TECHNOLOGIES IN INDUSTRY

SENAI in Paraná considers that the main objective of the Post-graduate Program on Management and Environmental Technologies in Industry is to qualify professionals to perform management activities in industry, using environmental technologies, implementing environment friendly management systems, promoting pollution prevention measures, decreasing environmental impacts monitoring and increasing control. For example, within this Program the classes on “Sustainable Use of Water Resources” specifically qualify students to identify problems and propose solutions regarding the quality of water resources, as well as relevant legislation to this field of study. SENAI in Paraná believes that preparing professionals concerned with the environmental quality and sustainability is indispensable to guarantee excellence and promote innovation in industrial technology. The responsible use of environmental resources is considered a key factor to enable the success of new industrial production systems and upcoming technologies.
1.2.2.2 - INTERNATIONAL PROFESSIONAL MASTER’S PROGRAM ON URBAN AND INDUSTRIAL ENVIRONMENTS

The International Professional Master’s Program on Urban and Industrial Environments was created under a partnership among SENAI in Paraná, the Federal University of Paraná (UFPR, Paraná, Brazil) and the University of Stuttgart (Germany). This Master’s Program is oriented towards qualifying human resources to meet the demands of the industrial sectors taking into account environmental issues. It also a quality professional post-graduate course for workers that tackle planning, inspection and environment control in institutes and agencies. It is a multidisciplinary Program involving a broad spectrum of background fields, such as engineering, biology, management, law, administration, economy, geology, chemistry and other areas involved in environmental issue. The interaction of different institutions and fields enriches the discussions throughout the course, enabling to reach a range of proposals and solutions that meet the main sustainability pillars: environment, social and economic. SENAI in Paraná believes that the internationalization of our students’ curriculum will contribute to sharing experiences, thus promoting extensive technological knowledge exchange and achieving excellence.

1.2.2.3 - POST-GRADUATION PROGRAM ON PAPER AND CELLULOSE (SENAI TECHNOLOGY COLLEGE IN TELÊMACO BORBA)

The SENAI Technology College in Telêmaco Borba offers a post-graduation program in Paper and Cellulose planned to meet the local industrial demands. The local industry is a national reference in the wood sector, and the city of Telêmaco Borba holds the biggest paper factory in Latin America. However, the region lacks professionals with new technologies knowhow and production tendencies. This post-graduation program focuses on providing the local industry with qualified professionals capable of planning, implementing, controlling and assessing production’s administrative and processes interface, based on new technologies and improvements in cellulose and paper production processes. The activities related to this course also intend to contribute to the paper and cellulose sector development through research projects aiming at developing science and technology.

1.2.2.4 - CISUS PROGRAM

In 2012 SENAI in Paraná joined in the Curitiba International School for Urban Sustainability (CISUS) Project. This project was a partnership that involved the City of Curitiba, the Free University for the Environment (UNILIVRE), Université de Technologie de Compiègne (UTC), Pontifical Catholic University of Paraná (PUCPR) and the Federal Technological University of Paraná (UTFPR). CISUS is a program that aims at producing and sharing knowledge, innovative ideas, and skills about sustainable cities. It is based on the city of Curitiba’s urban management experience, knowledge
shared by respected education institutions, innovation, and the search for improvements in the production system. CISUS is the result of a French-Brazilian collaboration in professional urban management teaching in Curitiba that been ongoing for over 20 years. As part of this partnership SENAI in Paraná intends to broaden the connection between industries and academic and professional knowledge through experiences in urban sustainability. Also, it is planned to connect students with planning and decision-making processes within a sustainable urban management experience, and to connect the industry with sustainable management principles considering the urban environment. CISUS’ main components are Urban Territories Postgraduate Program, thematic programs, project-ateliers, technical internships, technical trips, research network, and knowledge collecting and dissemination.

1.2.2.5 - RACIAL-ETHNICAL RELATIONS, HUMAN RIGHTS, ENVIRONMENTAL EDUCATION CONTENTS AND SIGN LANGUAGE IN THE TECHNOLOGY HIGHER EDUCATION PROGRAMS

Focusing on improvements in our educational projects and courses the Professional and Technological Education Management Office invited all course coordinators and core teaching structuring groups of SENAI in Paraná Technology Colleges to revise the courses’ projects and include the following contents in the courses’ curriculum: racial-ethnical relations education for history and Afro-Brazilian, African and Indigenous culture teaching, human rights, environmental education and sign language. The Technological Higher Education courses that updated their curriculum with this content were from multiple knowledge areas, such as: Food, Industrial Automation, Mechanical Manufacture, Construction Control, Fashion Design, Paper and Cellulose, Industrial Maintenance and Industrial Production Management. This way SENAI in Paraná has involved students and teachers with different technical background when discussing these topics that include commitment to social, inclusive and sustainable actions.

1.2.3 - WASTE MANAGEMENT AND INFRASTRUCTURE AS A REFERENCED FOR SHAPING RESPONSIBLE LEADERSHIP

The concern with solid waste management is present in the seven SENAI in Paraná Technology Colleges. This initiative mobilizes students, faculty and staff highlighting the importance of individual actions towards environmental preservation and well-being in the study and work environments.

Infrastructure accessibility for people with disabilities is also a topic of great concern for all SENAI in Paraná Technology Colleges. SENAI Paraná has been showing significant results with the inclusion of disabled people in our courses, in the quality of their education, in valuing their potential and searching for equality opportunities and acknowledgement from the market.
This way, apart from abiding to legal requirements, SENAI in Paraná is adopting procedures and practices that involve environmental awareness and social inclusion, considering that the students will be future industrial workers and managers.

1.2.4 - SENAI IN PARANÁ SUSTAINABILITY COMMITTEE

The SENAI in Paraná Sustainability Committee was created in 2011 to establish guidelines and follow up the implementation of strategies connected to developing students’ capacities as future leaders and promoters of sustainable values in business and society, working to favor a sustainable and inclusive economy, among other activities. This Committee was created considering that there were many initiatives related to the theme sustainability that had to be aligned. In this sense the Committee started working with projects in a coordinated way and involving participant from various State regions.

A Working Group was created within SENAI in Paraná Sustainability Committee to develop actions regarding the theme “Education for Sustainability” and its initial goals were defined as:

- Create an educational video on sustainability that will be presented in many occasions (such as short-term courses), aiming to sensitize participants about this theme and also as a work tool for teachers when dealing with this topic;

- Prepare supplemental educational material on environmental sustainability, used to developing transverse competences in SENAI in Paraná Professional Training courses (on-site and e-learning);

- Establish new evaluation criteria considering the sustainability pillars on students’ projects and papers, especially in course completion projects and integrated projects;

- Promote voluntary group activities aligned with SENAI Sustainability Committee guidelines.
1.3 - FUTURE PERSPECTIVES

As a professional and technical education institution, SENAI in Paraná participates in Professional Information Meetings ("Reunião de Informação Profissional" - RIP), which are meetings carried out in public schools in Paraná to assist students in vocational counseling. Considering this, SENAI in Paraná plans to include the Principles for Responsible Management Education values in these meetings. These meetings potentially could be an excellent opportunity to publicize the PRME for teachers and public education decision makers, share information and help them implement the Principles.

SENAI in Paraná also plans to continue developing all activities reported here, expanding them whenever and wherever possible.

2 - PRINCIPLE 2 - VALUES

We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

2.1 - BRIEF OVERVIEW

SENAI in Paraná is committed to incorporating corporate social responsibility, fair trade, employee welfare, charitable contributions, wise use of natural resources and land, waste management, economic feasibility, economic sustainable growth and other values linked to sustainability. These values are present in academic activities, a wide range of courses and curricular activities, including volunteer work. Institutional policies are based on values and initiatives like the United Nations Global Compact.

Stakeholders and decision makers in the institution believe that sustainability values are no longer an optional topic to be included in professional and technical education that SENAI in Paraná offers to students and professionals.
2.2 - MAJOR ACHIEVEMENTS

2.2.1 - EDUCATIONAL VIDEOS

One of SENAI’s in Paraná strategies to include values related to social and environmental responsibility in its methodology is to create and use educational videos. These educational videos are the first step of an awareness campaign that aims to stimulate discussions and constructive debates on the social and environmental responsibility subject among students and teachers. The language used is accessible for students from a wide range of education backgrounds. Daily life situations presented can be easily related to work, domestic and study routines.

2.2.2 - EVALUATION CRITERIA

SENAI in Paraná has been adopting evaluation criteria on regular courses that consider issues such as social and environmental responsibility and safety, for example, a practical way to incorporate values essential for shaping responsible workers, managers and leaders. By acknowledging and being evaluated by these criteria students will incorporate these values in their activities as professionals and in their personal lives.

Social, methodological and organizational evaluation criteria are part of our institution’s work context and are included within planning strategies in the SENAI in Paraná Professional Education Methodology as criteria to be applied in practical activities, especially in professional education competitions such as the “Olimpíadas do Conhecimento” (competition equivalent to the State or National phase of the WorldSkills International initiative).

SENAI in Paraná proposed to broaden the emphasis on developing capacities that are essential to form social and environmentally responsible leaders, by using tools that already exist and incorporating such values in evaluation criteria.

The table below is an example of how social, environmental; economic; safety and cultural awareness are evaluated in course completion projects and papers:
<table>
<thead>
<tr>
<th>SKILL</th>
<th>EVALUATION CRITERIA</th>
<th>SCORE</th>
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</thead>
<tbody>
<tr>
<td>WORK SAFETY AWARENESS</td>
<td>Are health, comfort and work safety related issues considered in the project/paper?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is there evidence of user and beneficiary safety being considered in the project/paper?</td>
<td></td>
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<tr>
<td>ENVIRONMENTAL QUALITY AWARENESS</td>
<td>Were solid wastes correctly sorted and disposed? Was there concern with wastes that eventually resulted from the project?</td>
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<tr>
<td></td>
<td>Were materials, energy, water and other natural resources wisely used or saved in the project/paper?</td>
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<tr>
<td></td>
<td>Was there concern with the organization of the work station (or stations) and with the work environment in the project/paper?</td>
<td></td>
</tr>
<tr>
<td>ECONOMIC AWARENESS</td>
<td>Was at least an overall economic analysis carried out considering the project’s costs and benefits?</td>
<td></td>
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<tr>
<td></td>
<td>Was a preliminary budget included or estimated in the project?</td>
<td></td>
</tr>
<tr>
<td>SOCIAL AND CULTURAL AWARENESS</td>
<td>Is there clarity of the benefits brought by the project to society?</td>
<td></td>
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<tr>
<td></td>
<td>Does the paper/project consider issues related to race and gender equality, if applicable?</td>
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<td>Other relevant observations:</td>
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2.2.3 - “SENAI IN PARANÁ OLIMPIÁDAS DO CONHECIMENTO”

The “SENAI in Paraná Olimpíadas do Conhecimento” is a competition equivalent to the State phase of the WorldSkills International initiative. It is an event of great educational value and established as an important formative evaluation instrument, monitoring quality and focusing on continuous professional education improvement. In this competition the best students from SENAI Paraná technical courses are selected to participate in the National “Olimpíadas do Conhecimento” (equivalent to the National phase of the WorldSkills International initiative). The results achieved by SENAI in Paraná students in previous State and National competitions point out the importance of this event in valuing professional education, acting as a strong marketing resource for all participants. The “SENAI in Paraná Olimpíadas do Conhecimento” is an important evaluation instrument towards continuous improvement of applied education. It also boosts SENAI in Paraná as an important state brand in professional education for the industry since it also improves quality of our industrial products and services; stimulates young professionals to practice citizenship and conquer space in a competitive market; improves the professional education profile; and enables students to represent our country at the International Professional Education Tournament that happens since 1950, is organized by International Vocational Training Organization (IVTO) and is now called WorldSkills.

*Training, competitions and awards in the 2013 “SENAI in Paraná Olimpíadas do Conhecimento”.*
More images and action about the 2013 SENAI in Paraná “Olimpíadas do Conhecimento” can be also seen at:

http://www.youtube.com/watch?v=MXHectTPpjE

and at:


2.3 - FUTURE PERSPECTIVES

In SENAI in Paraná, all technological undergraduate courses involve a consistent background in management and leadership through academic and extra academic activities. This guidance will be maintained in the ongoing courses but will also be applied for any other new courses that are planned to start in the coming years. Values aligned with international and national initiatives regarding social, environmental and economic aspects will constantly be in the students’ curricula and activities.

In the next months SENAI in Paraná plans to develop an extension course, as an extracurricular activity for undergraduate and graduate students, about the Principles for Responsible Management Education. As an extension course, it will be a short course, available for students as an optional activity at the main education units of SENAI in Paraná. This course would provide further information and better understanding of the Principles and how to apply them in professional and personal environments or situations.

3 - PRINCIPLE 3 - METHOD

We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

3.1 - BRIEF OVERVIEW

SENAI in Paraná is constantly creating and updating specific material oriented towards technical and professional education. Responsible leadership is of the issues dealt with throughout the courses. In this sense leadership is taken in a very broad sense, since some students will develop a profile and curriculum to become stakeholders and enterprise directors, while others will be
hands on team leaders of industrial operations and processes. Considering that SENAI in Paraná students are future professionals that will work in industries it is essential to include frameworks, materials, processes and environments involving responsible leadership.

3.2 - MAJOR ACHIEVEMENTS

3.2.1 - SENAI IN PARANÁ METHODOLOGY FOR PROFESSIONAL EDUCATION

The SENAI in Paraná education methodology favors meaningful learning as teaching and learning method. Our method creates a favorable environment for acquiring Management Competencies that are recognized in the SENAI Methodology for Professional Education as development of social, organizational and methodological skills.

Teachers are oriented to foresee which social, organizational and methodological skills students will develop under determined learning situation when planning for teaching and learning processes, and register that information in a specific form.

The SENAI in Paraná Methodology for Professional Education is the basic tool so that teachers can - when planning developing and evaluating their activities – stimulate, follow and verify if students have developed the foreseen skills and if responsible leadership skills are being developed. In order for this to happen, SENAI in Paraná creates and has created stimulating and sensitizing tools for teachers to incorporate in their planning for the development of responsible leadership and also created strategic mechanisms to follow up on these activities.

3.2.2 - TRANSVERSE COMPETENCES BOOK COLLECTION - ENVIRONMENTAL SUSTAINABILITY AXIS

The book collection called Transverse Competences was created by initiative of SENAI National Department. This collection is made of six Professional Initiation courses, which develops students’ skills to enter the work market or updates professional skills. The books are entitled: Environmental Education, Entrepreneurship, Labor Legislation, Work Safety, Information and Communication Technology, and Intellectual Property. They address diverse subjects that can be applied to many labor and knowledge areas, therefore contributing to educating environmental and socially responsible professionals. In 2012 and 2013, over 330,000 people were enrolled and participated in these courses.
3.2.3 - THE EXPERTS BOOK COLLECTION

Considering the positive results obtained through the Transverse Competences book Collection, SENAI in Paraná also created a professional education book collection entitled “The Experts”. It is formed by books focused on five Professional Initiation courses comprising industrial areas of SENAI in Paraná. The courses are free and based entirely on e-learning strategies. The Experts Collection courses aim to awaken the interest for work through information and professional orientation. The courses cover the following areas: Food, Automotive, Construction, Mechanics, and Textile and Clothing. In 2011, when it was released, there were 6,003 enrollments. In 2012, this number increased over 380%, with 22,995 enrollments. Professional Education is one of the core missions of SENAI in Paraná and this program enabled young professionals and adults to get to know new occupations and opportunities within the industry segment. An example of this program’s success was its insertion in the penitentiary system in 2012, through an agreement between SENAI in Paraná and the State Department of Justice, Citizenship and Human Rights. This partnership was possible because of this program’s nature, involving e-learning strategies allied with the distribution of printed material, which allows students to establish their own studying pace.

In February 2013, because of this professional education democratizing action, “The Experts” collection was awarded the “Prêmio Ozires Silva de Empreendedorismo Sustentável” (Ozires Silva Award for Sustainable Entrepreneurship) in its 6th edition.

The Experts Book Collection and its folding professional miniature characters.
3.2.4 - PREVENTIVE EDUCATION CENTER (NEP)

The Preventive Education Center is an internal section of SENAI in Paraná schools, which aims at assessing accident risk situations in order to provide each unit’s management group with information required to prevent work accidents in the educational environment.

It counts on the involvement of students, unit managers and pedagogical coordinators to developing a preventive culture for students and professionals.

The establishment of the Preventive Education Centers has the following expected results: strengthen responsible coexistence among students emphasizing students and professionals work safety and life quality; stimulate accident prevention debates among students through diverse communication channels (e.g. lectures, plays, films, and courseware); promote constant action with educational programs for students; and create a preventive culture among student in order to avoid being part of labor accidents statistics in their student and professional lives.

3.2.5 - INTEGRATIVE PROJECTS

In the SENAI in Paraná Technological Undergraduate Courses it has been suggested to teachers to deepen the reflection and to emphasize integrated pedagogical practice for all involved with the Integrative Projects subject. This plan meets the institution’s effort to respond to challenges imposed by changes in the work market and demands in shaping professionals that effectively meet demands. Within the context of SENAI in Paraná and SENAI in Paraná Methodology for Professional Education, Integrative Projects is one of the many learning strategies challenges. Therefore, it follows the same fundamental principles in the SENAI in Paraná Methodology for Professional Education (as previously described under item 3.2.1).

3.2.6 - “SENAI WORLD” OPEN HOUSE

The SENAI World Open House had its 5th edition in October 2013. It was attended by 43,358 visitors in the State of Paraná. Its main objective is to present information on the region’s industry and the many options SENAI in Paraná offers in professional and technical education to the community, companies and future professionals. Its main specific objectives are: present industrial professions and help visitors experience them; increase students’ assertive choice when opting for their future professions and consequently decreasing school evasion; publicize SENAI in Paraná services; increase the number of course enrollments; secure partnerships
between SENAI in Paraná and companies; strengthen SENAI in Paraná brand; interact with former students; become the biggest school-student-community relationship event in Brazil.

Images and action about the 2013 “SENAI World” Open House can be seen at:


3.2.7 - PARTICIPATION IN THE SCIENCE WITHOUT BORDERS PROGRAM

Science without Borders is a program that aims to consolidate, expand and internationalize Brazilian science, technology, innovation and competitiveness through international exchange and mobility. This initiative is a joint effort of the Brazilian Ministry of Science, Technology and Innovation (MCTI) and the Brazilian Ministry of Education (MEC), through their funding agencies - CNPq and CAPES - and MEC’s Higher Education and Technological Education Secretariats. This program offers grants to promote educational exchange enabling undergraduate and graduate students to participate in courses and programs overseas. It also aims to promote contact with competitive education systems in technology and innovation. SENAI in Paraná Technology Colleges are linked to this program and encourage its students to apply for grants and participate.

3.2.8 - NOTICE BOARD

The SENAI in Paraná Regional Directory Board determined the creation of a space in all SENAI in Paraná schools for publicizing actions involving social and environmental responsibility. This notice board is also used for spreading basic and conceptual information on themes picked by a technical team aiming to create a process of collective information sharing and learning process. This way experiences are shared and responsible leadership is promoted throughout all of SENAI in Paraná schools.

3.3 - FUTURE PERSPECTIVES

SENAI in Paraná has extensive experience in creating and applying educational material and methods to promote, develop and exchange leadership and sustainable principles. Considering this, SENAI in Paraná would like to develop a specific material about PRME. It would be prepared in an accessible language for teachers and students and adapted to be used at technical and
undergraduate technological levels. This material would be distributed mainly for public schools and institutions, which often have limited funding to implement leadership and sustainability frameworks. In a first moment about 2,000 to 3,000 copies would be prepared and pilot tested among public schools.

4 - 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, environmental and economic value.

4.1 - BRIEF OVERVIEW

SENAI in Paraná is more oriented towards technical and professional education, rather than research. Nevertheless, there are various moments in which our students and teachers develop and present to the community research results. Many of these have a considerable background regarding social, environmental and economic sustainability. This happens because SENAI in Paraná promotes many ways to encourage this sustainable approach, which vary from evaluation systems to exhibits and contests.

Innovation research projects and research projects have significantly increased in number in the last years, especially considering that there has been implemented a SENAI in Paraná Innovation Institute in Electrochemistry and there are several SENAI in Paraná Technology Institutes in the process of being implemented.

4.2 - MAJOR ACHIEVEMENTS

4.2.1 - INOVA SENAI IN PARANÁ EXHIBIT AND CONTEST

The Inova SENAI Exhibit and Contest was created in 2007 and is a national event directed to students, technicians and teachers from SENAI Regional Departments to promote research and innovation practices. The Inova SENAI is a technical-scientific group of activities that takes place every other year in the State of Paraná and in the intermediate years it takes place at the National level. In Inova projects are developed through skills aligned to industry and market needs, involving creativity, entrepreneurship, innovation, logical reasoning, social commitment and use of technical and scientific know-how. Inova projects are included comprise four main areas: inclusion technologies, social sustainability, functional food and work safety.
The first State edition of Inova was in the city of Maringá (2007), next in 2009 it was in Londrina and then in 2011 the Inova exhibit was in Ponta Grossa and the contest was in Curitiba. The 2013 edition of Inova SENAI in Paraná took place in Curitiba.

Visitors and exhibitors showing and sharing ideas at the Inova SENAI in Paraná Exhibit and Contest.

More images and action about the 2013 Inova SENAI in Paraná Exhibit and Contest can be also seen at:


Yearly there are approximately 80 projects submitted by students and teachers. A few examples of prize winning projects in 2013 include the ones indicated as follows.

Teachers and students from SENAI in Paraná Technology Colleges participated in a project developing a Multidirectional Platform Controlled by Thought. This platform aimed to offer a tool that enabled mobility without compromising upper limbs and was designed for people with disabilities. Based on the premises and requirements of a more independent lifestyle, a market research was made and the most trusting platform with brain-machine interface was
chosen (Theaudo, by Ambient). The same was made for the moving system, with electronic control and multidirectional wheels (Macanum). Then the existing technology was incorporated to the development of the Multidirectional Platform. The platform developed is directed to people with moving disabilities, especially with quadriplegic disability, and it can be adapted to industrial applications as well.

The Game Board for Visually Impaired Players project was originated in a team practical activity during the Logistics Technical Course at the Arapongas Unit and it showed the possibility of developing a multidisciplinary project. The project involved students, a teacher (from the Furniture Design Technical Course) to discuss the project’s development techniques and consultants from SENAI’s Technology and Innovation sector to bring the innovation alternatives to companies. The project’s challenge was to discuss industrial waste and environmental issues. The solution presented by the students was to use industrial waste as raw material for educational games. Besides the environmental issues, the team also had the opportunity to discuss accessibility. As it was perceived as an opportunity to discuss social and environmental inclusion problems, the product shall be launched with informative material on these subjects as social engagement marketing. Once with the prototypes, the team will be able to make practical assessments in children, with and without visual impairment.

The Intimus Chair project involved the creation of a type of furniture for people with paraplegic mobility disabilities to maintain sexual intercourse. This project considered that until nowadays not much has been explored when it comes to meeting the needs of individuals with paraplegic mobility disabilities. Individuals with this type of disability loose sensitivity in the lower limbs, but not libido or sexual desire. Aiming to enable these individuals with specific medullar lesions to maintain sexual intercourse safely and independently, the Intimus Chair project created a specific type of furniture. This furniture allies technical solutions with aesthetics in order to link functionality, design and to make this chair a reference in accessibility involving ergonomic guidelines, technological and design solutions.

The hospital bed with automatic sanitary system project created an automatic device that acts on the patient’s command, puts the patient in a comfortable position, opens a hole in the hospital bed and activates a sanitary system linked to an opening where feces and urine are deposited, absorbed and discarded into an appropriate place. After this procedure is over, another command is made by the patient to initiate sanitation. When the process is finished, the bed returns to its original position. All movements are performed by pneumatic systems and electric motors that were specially designed to perform these tasks in a quick, safe and comfortable manner.
4.2.2 - COURSE COMPLETION PAPERS AND PROJECTS

Course completion papers and projects are not a mandatory activity for technological higher education courses, according to the Brazilian Ministry of Education legislation. However, concerned in guaranteeing quality education, SENAI in Paraná Technology Colleges decided to make this activity mandatory for all its technological higher education courses. Furthermore, it is important to consider that SENAI in Paraná Technology Colleges institutional guidelines point directly to the Institution’s interests in activities related to research, as well as to the Institution’s interest in becoming a University Center and, later on, a University. In order to fulfill these goals it is important to attempt to offer activities that integrate and promote student’s interests in academic research related activities. Also, course completion papers and projects should be seen as a quality improvement tool, as positive differential when comparing SENAI in Paraná courses to other technological courses, and finally as an instrument to disseminate students’ and teachers’ activities to the academic community. Course completion papers and projects are a great opportunity to expand applied research activities, and can generate outputs such as papers, other publishable material, and even patents.

4.2.3 - SENAI CENTER FOR SUSTAINABLE SOLUTIONS

In September 2013 SENAI in Paraná launched the SENAI Center for Sustainable Solutions. This Center has 159.20 m² and was created to promote new technologies applied to sustainable construction, energy and environment. It is a space where industries and the community can see these technological innovations implemented in civil construction. It is located in Curitiba and showcases environmental friendly concepts and attitudes, including interactive technologies available to visitors. Its creation was inspired on research and new construction concepts, considering environment sustainability, economic viability and social fairness pillars. Its main purpose is to disseminate this experience to the community and companies from Paraná and Brasil.

The Center was built entirely with wood frame technology, based on the initiative of developing environmental actions that are also economically and socially feasible. This dry construction system was imported from Germany and tropicalized by Tecverde, a construction company that brought this technology to Brazil with SENAI’s in Paraná Support.

Besides this building system, other sustainable technologies developed by partner companies are present and demonstrated through augmented reality (virtual reality). Among these are: a green roof, for temperature and water drainage control; rainwater reuse system, LED lighting; photovoltaic power generation; and taps with flow control and economic toilet flushing system.
The technology management is through a home automation system, which provides analysis and online monitoring of renewable energy generation through interactive queries.

The SENAI Center for Sustainable Solutions is located within the area of the largest environmental laboratory in Paraná and it is also the office of the SENAI Environmental Consultancy team. Sustainable technologies and mechanisms can be demonstrated and in this space also features a meeting room to discuss technological innovations and actions linked to sustainable practices.

The development of the SENAI Center for Sustainable Solutions involved research, technologies and partner companies. The main technologies, partners and their roles are the following:

- **TECVERDE** - responsible for the wood frame sustainable constructive system, which reduced the environment impact during the project implementation. The intention of these innovative walls is to enable the construction of spaces with local and natural resources, easy to handle. The main objective is to increase, further, the durability and safety of buildings. Beyond that, this type of wall allows thermal comfort as in hot and as in cold regions. For further information visit [http://www.tecverde.com.br](http://www.tecverde.com.br)

- **MADEPLAST** - manufacturer of the environmentally friendly deck, created to enhance the environment. This deck is made of ecological wood (composed of wood residues and recycled plastic), a great sustainable alternative to timber extraction and with a lot of advantages for the environment. It is easy to install, easy to clean and it has high durability. For further information visit [http://www.madeplast.com.br](http://www.madeplast.com.br)

- **PHOTOVOLTAIC ENERGY** - is the energy obtained by direct conversion of light into electricity through the Photovoltaic Effect. For further information visit [http://www.solarenergy.com.br](http://www.solarenergy.com.br)

- **FORPLAS** - stairs manufacturing using eucalyptus reforested wood. For further information visit [http://forplas.negociol.com](http://forplas.negociol.com)

- **PLACLUX** - manufacturer of cement slabs used for external coating. For further information visit [http://www.placlux.com.br](http://www.placlux.com.br)

- **ECOTELHADOS & STUDIO ARQBOX** - green roof supplier (grass and assembly of green roof system) and sustainable architecture, including natural ventilation and lighting. For further information visit [http://www.ecotelhado.com.br](http://www.ecotelhado.com.br) and [http://www.studioarqbox.com](http://www.studioarqbox.com)

- **SCHNEIDER ELECTRICS & QUALITÁ ACABAMENTOS** - intelligent management system of the Center’s environment, such as air-conditioning, lighting, communications, security and energy, all controlled at any time and from anywhere. For further information visit [http://www.schneider-electric.com](http://www.schneider-electric.com) and [http://www.qualitaacabamentos.com.br](http://www.qualitaacabamentos.com.br)
• VOVENDIS ECO-CONSULTING & DEVELOPMENT - oil treatment for preserving and providing final finish to girders and beams. For further information visit http://vovendis.com.br

• PORTAS J. ANTUNES - doors manufacturing using eucalyptus reforested wood.

• FORBO - ecological floors. For further information visit http://www.forbo.com.br/pt/Forbo-Brasil

• SENAI + DESIGN - internal environment, comprising design and development of the working stations and panels. For further information visit http://www.senaipr.org.br/design

• STATE MINISTRY FOR FINANCE AND ECONOMIC AFFAIRS OF BADEN-WÜRTTEMBERG - assistance in transferring the wood frame technology to Brazil and search for other partners. For further information visit http://www.mfw.baden-wuerttemberg.de

The SENAI Center for Sustainable Solutions can assist companies and industries when developing projects on the following technological areas: energy efficiency; environmental assays analysis; environmental projects; integrated automation systems for houses and companies; life cycle of products and processes evaluation; and tests and dynamic tests on materials.

Further information about the SENAI Center for Sustainable Solutions can be found at:

http://www.senaipr.org.br/nucleo-de-sustentabilidade
4.3 - FUTURE PERSPECTIVES

SENAI in Paraná plans to motivate students even more towards developing conceptual and empirical research with potential to bring advances in environmental, social and economic sustainability when preparing their course completion papers and projects. This incentive already takes place but it could be boosted when this subjects is discussed with students.

Considering that the theme sustainability has been exposed by the media and discussed in various fora, SENAI in Paraná is also planning on carrying out a survey to investigate how and how much of sustainability concepts have been incorporated by the community. This would be a survey to access the assimilation of sustainability concepts by the regional community, involving students, teachers and industries.

5 - PRINCIPLE 5 - PARTNERSHIP

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

5.1 - BRIEF OVERVIEW

SENAI in Paraná interacts actively with many partners that vary from other regional educational institutions to international industries and companies. Among these partners there are business corporation managers and directors. Since SENAI in Paraná provides professional and technological education for industries in Paraná, challenges and needs of our partners must be understood and solutions found, always taking into account a balance between social, environmental and economic values. SENAI in Paraná also carries out partnerships with governmental agencies, Brazilian and international ministries, social institutions, city halls, and many other institutions.

5.2 - MAJOR ACHIEVEMENTS

5.2.1 - COMPANY PRE-INCUBATOR OFFICE PROJECT PROMOTING NEW BUSINESS IN TELÊMACO BORBA

Telêmaco Borba is located in the Campos Gerais Region in the State of Paraná and has an estimated population of 70,000 habitants (2013). It is known as the “capital of wood and paper”,...
is the sixth largest industrial region in Paraná and is considered a national reference center for wood and paper. In this county is located the largest paper industry in Latin America, which belongs to Klabin S.A. company and known as the Monte Alegre Unit. In Telêmaco Borba there are industries that produce wood panels and frames to be exported and many timber industries that process wood for paper production. Despite having many companies linked to the timber chain, there are few that produce furniture.

Considering this scenario, it became evident that there was a need for an action integrating the regional actors (such as government and institutions that detained knowledge and technology) to promote the creation of an environment to leverage the industry of wooden furniture. This way, in 2010 a partnership was established between Telêmaco Borba’s City Hall and the SENAI in Paraná Unit in Telêmaco Borba. This regional partnership project included cooperation and coordination actions to implement a company pre-incubator office as a tool to promote the development of wood furniture and civil construction companies in Telêmaco Borba and therefore enhance the economic development in this county.

This project was the first step towards the organization of a wood furniture and civil construction business condominium. It also contributed to value local workers that were skilled wood craftsmen and encouraged the use of wood leftovers to reduce residues. It should be highlighted that this partnership with SENAI involved students, professors, businessmen and government to promote economic, social and environmental sustainability.
Since 2011 this Project has received many awards, including: 2nd place in the Inova Senai in Paraná State Contest (2011); Anprotec (“Associação Nacional de Entidades Promotoras de Empreendimentos Inovadores”, or National Association of Entities that Promote Innovation Ventures) presentation (2011); national highlight in the 2011 SENAI Innovation and Technical and Technological Service award issued by SENAI National Headquarters; finalist project in the Idea Brasil Award 2012) and in 2014 this Project obtained the Ozires Silva Sustainable Entrepreneurship Award. The Mayor of Telemaco Borba (Mr. Luiz Carlos Gibson) also received the Paraná Public Manager Award (left) for this Project (2013).

Manufacturing panels made of wood residues (left) and decorative wood panel samples (right).

Two of the awards received by the Company Pre-Incubator Office Project: in 2013 the Mayor of Telêmaco Borba received the Paraná Public Manager Award (left) and in 2014 the Project received the Ozires Silva Sustainable Entrepreneurship Award (right).
5.2.2 - SENAI INCLUSIVE ACTIONS PROGRAM (PSAI)

The SENAI Inclusive Actions Program (PSAI) is a nationwide program that promotes the inclusion of disabled individuals in SENAI courses; expands racial and gender inclusion, providing opportunities for female students in courses that are stigmatized as male courses and vice-versa; and also qualifies people over 45 years-old and elderly people with professional education. The main focus is to offer professional education to all citizens that due to social, cultural, economic or inclusion issues have been hindered from exercising their Constitutional Right of entitlement to education. The PSAI makes it possible to establish partnerships with the Ministry of Education, Ministry of Social Development and Fight Against Hunger, Ministry of Labor and Employment, Ministry of Justice and Human Rights Secretariat. Also, PSAI enables SENAI in Paraná to work with people from professional rehabilitation programs (Social Security programs), and with the Brazilian Race and Gender Equity Program established by the Presidency’s Women Policy Secretariat. PSAI comprises two main actions lines, which are: People with Special Educational Needs (PNEE) and Race Ethnics, Gender and Elderly (REGI).

In 2012, 22,952 people were assisted within the SENAI Inclusive Actions Program. In this same year PSAI also carried out the following training courses for teachers involved with the SENAI in Parana Program: Capacity Building for SENAI Professional Education Instructors and PSAI Instructors E-learning Course; Preparation and Counseling of SENAI Instructors to Assist Competitors with Special Requirements in the “Olimpíadas do Conhecimento” (equivalent to the State and National phase of the WorldSkills International initiative).

In 2012-2013, 995 students of the Technological Courses in SENAI in Paraná benefitted from this Program.

5.2.3 - LOCAL SUPPORT GROUPS (GAL)

The Local Support Groups (GAL) is an advisory, propositional, democratic and multi-disciplinary group that proposes a methodology for professional education based on skills. It also includes an emancipatory perspective in the design and development of inclusive education programs. The group’s main goal is to support SENAI in Paraná in the inclusion of disabled people in professional education programs. It is a network and integrated project concerning how all actors involved in the educational process for disabled persons work. It is a privileged way of joining forces and working in an articulated way that allows strengthening the individual capacity of each institution involved. This action leads to greater effectiveness and efficiency, as well as sensitizes SENAI in Paraná collaborators, community and industry representatives.
with the productive and working capacity of disabled individuals. SENAI in Paraná and the involved institutions are responsible for instructing teachers on the necessary skills to provide professional education courses for students with disabilities and for preparing these students for professional challenges.

5.2.4 - TECHNICAL EDUCATION AND EMPLOYMENT ACCESS NATIONAL PROGRAM (PRONATEC)

The Technical Education and Employment Access National Program (PRONATEC) is a Brazilian Federal Government Program and was established on October 26th 2011 by Law nº 12.513/2011.

This Program aims to increase the offer of technical and professional education to the Brazilian population through many subprograms, projects and financial and technical assistance actions. Among these actions are: expand the offer of courses in the Federal Network of Professional, Scientific and Technological Education; provide funding to increase the number of students attending State networks of professional education; offer courses grants to students and professionals; offer funding to increase the number of technical vocational high-school education e-learning programs; provide technical support to carry out the Program’s actions; stimulate the increase of education programs for disabled people and develop articulated actions with the National Employment System.

The PRONATEC was launched to increase professional education opportunities for industry and other sector qualified workers, considering the increasing market demand. Within this program and its incentives, SENAI in Paraná had the opportunity to increase the offered technical and professional courses and the number of enrollments.

In 2012 and 2013, the PRONATEC had significant importance for SENAI’s in Paraná working plan and created great impact in companies’ operational result.

In SENAI in Paraná the PRONATEC offers courses to: public high schools students, including the ones from the Young and Adults Education Program (EJA); former high school students from public schools or grant holding students from private schools; “Bolsa Família” (Family Grant - a Federal Government social support program) beneficiaries and their family members; unemployed who are relying on social security support for the second time in a ten-year period; workers, including from agricultural-related activities, former Army members, indigenous people and Maroon descendent communities (“Quilombola” Communities). Also, the PRONATEC “Viver Sem Limite” Program is committed to social inclusion, health care and accessibility issues, as it increases the access of the impaired to professional education courses.
Through the PRONATEC: many life stories have changed with the opportunity of receiving free professional qualification, which otherwise would not be possible due to financial or lack of opportunities in hometown area reasons; professional certification was provided and created new job opportunities taking into account the qualifications offered by this Program; focus on changes and better life expectations were possible by making available to participants new employment possibilities. The PRONATEC also: contributed to the increase of technical and professional qualification courses and consequently to industrial development; increased proximity between SENAI and the Program’s demanding institutions (State Secretariats and Ministries) providing opportunities for improvement and broadening this Program; and redeemed the national need to educate the Brazilian youth.

The PRONATEC involves many initiatives and projects that offer free professional education programs at SENAI in Paraná. This initiative lead to a more competitive industry, promoted development of the country and brought better life quality for professionals. PRONATEC attendants have the opportunity to initiate or improve their careers, improving their professional education skills and chances of employment.

More images and action about the 2013 SENAI in Paraná PRONATEC Graduation Ceremony can be also seen at:

5.2.5 - SENAI IN PARANÁ INDUSTRIAL APPRENTICESHIP PROGRAMS

Apprenticeship is a technical-professional model of education, compatible with physical, moral, psychological and social development of young adults.

The hiring of apprentices is an important action to generate education and employment opportunities for young adults. Also, it is important in providing new talents and qualified professionals to companies and industries. The SENAI in Paraná Industrial Apprenticeship Programs have been decisively contributing to industrial development by providing skilled professionals aware of their professional roles and social responsibilities.

The development of an apprenticeship program requires a careful negotiation between SENAI in Paraná and the companies interested in hiring young professionals. To adequately qualify apprentices is a strategic action that brings present and future benefits to the population, companies, society and to the Nation.

In 2013 SENAI in Paraná registered 9,268 apprentice enrollments in the Paraná State.

5.2.6 - REGIONAL CENTRE OF EXPERTISE (UNU RCE) - EDUCATION FOR SUSTAINABLE DEVELOPMENT

SENAI in Paraná is a member of the Regional Centre of Expertise (UNU RCE) in Curitiba (Paraná, Brazil) along with other partner institutions (UTFPR, UFPR and PUC-PR). This Centre was established in 2007 and its focus is to motivate education activities for sustainable development in the State of Paraná.

The partners of this Regional Centre of Expertise have created a magazine called CRIE (“Centro Regional de Integração de Expertise”, or Regional Centre of Expertise Integration) and, as the Centre, it is oriented towards providing examples, ideas and proposals for sustainable education and development. It includes short articles prepared by the UNU RCE partners. The CRIE magazine was first published in 2011 and in 2013 reached its third edition. Approximately 10,000 to 12,000 units of CRIE are distributed to various institutions and are read by educators and students, sharing experiences and presenting to the community projects and actions that provide solutions and ideas for sustainability issues. The RCE partners encourage institutions in promoting workshops, discussions and activities that are food for thought when it comes to sustainability. Activities involving teachers and students from partner institutions are also carried out whenever possible. Economic, social and environmental challenges are presented and discussed seeking feasible solutions for simple and complex questions.
In 2013 a Youth Virtual Conference of the UNU RCE organized by the Grand Rapids RCE (USA) was held using Blackboard Collaborate Technology and in Curitiba this Conference was hosted by SENAI in Paraná.

5.3 - FUTURE PERSPECTIVES

SENAI in Paraná has an extensive partnership history with industries, enterprises and other institutions. Considering these partnerships, SENAI in Paraná would like to bring companies representatives to share their knowledge with students about work opportunities and their professional experience. Managers, market experts and human resources professionals of business corporations will be invited to talk to students about their career experiences and about sustainability. This information would be shared in talks and workshops helping prepare students for their professional careers and extending their knowledge about social, environmental and economic challenges that they will face and exploring jointly possible solutions.

6 - PRINCIPLE 6 - DIALOGUE

We will facilitate and support dialog and debate 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.

6.1 - BRIEF OVERVIEW

SENAI in Paraná has had an approach in professional and technological education, as well as in technological services and innovation, that definitely includes dialogue related to social responsibility and sustainability. Dialogue is considered a key factor in the education methodology used by SENAI in Paraná, in research carried out to solve challenges posed by industries and in establishing and keeping partnerships that involve other institutions, government, civil society, stakeholders and many other groups related to the activities that SENAI in Paraná carries out.

This way, this Principle is considered essential and permeates through all activities developed by SENAI in Paraná. Specifically in education situations it is considered fundamental that students and educators dialogue, share knowledge and communicate well to deal with professional situations and challenges, especially considering that when referring to professional education many of the students are trainees or already employed and are familiar with sustainability challenges.
6.2 - MAJOR ACHIEVEMENTS

6.2.1 - TRAINING COURSES AND MEETINGS WITH SENAI EDUCATIONAL TEAMS

SENAI in Paraná promoted training courses with pedagogical counselors and mentors in 2012 and 2013. This training has as its main objective to instruct SENAI’s educational mentors with fundamentals of SENAI’s Professional Education Methodology, which is based on competences. It also took place to transmit the assumptions of pedagogic practice and guidelines for preparation of learning situations, guiding teachers in their actions for technological and professional education. In this period 150 members of SENAI in Paraná educational teams attended these training courses.

In 2012, the Professional and Technological Education Management team from SENAI Regional Direction promoted the 1st Higher Education Meeting. The second edition of this Meeting took place in 2013. These meetings gathered SENAI Technology College directors, academic secretaries, professional education coordinators, course coordinators and educational institutional agents. In these events there were discussions on processes and legal procedures to offer technological education courses, lectures and roundtables about the Institution’s evaluation procedures, dialogues about the Ministry of Education rules and future actions, such as protocols for opening new graduate and undergraduate courses, and broadening of the Institution’s national and international exchange programs.

Also in 2012 there was a SENAI Technology Colleges’ Academic Secretaries Meeting. In this meeting academic secretaries and educational institutional agents discusses the importance of their work in higher education.

In all meetings and training courses dialogue between participants was a key factor for sharing experiences, understanding procedures and discussions new ideas.

6.2.2 - PARTNERSHIPS WITH UNIONS TO FORM SUSTAINABLE LEADERS

SENAI in Paraná in partnership with the Paraná Civil Construction Industry Union (Sinduscon-PR) prepared 25 videos oriented to the civil construction sector. These videos were the result of dialogues between the trade union on civil construction and SENAI in Paraná. They comprise professional tips, guidance and instructions about different aspects of their work in construction sites. The contents are presented in a way to instigate professionals to seek further professional qualifications and improve their skills.
This is only one example of the various actions carried out with regional trade unions to provide and improve professional and technological education.

Image extracted from one of the videos about work safety.

6.2.3 - REGIONAL COMMITTEE SUSTAINABILITY EDUCATION, ORGANIZATIONAL ENVIRONMENT, EQUITY AND SOCIAL-ENVIRONMENTAL RESPONSIBILITY (CRESCER)

The Regional Committee Sustainability Education, Organizational Environment, Equity and Social-environmental Responsibility (“Comitê Regional de Educação na Sustentabilidade, Clima Organizacional Equidade e Responsabilidade Socioambiental” - CreSceR) was established in 2008 with the mission to implement social and environmental responsibility activities within SENAI in Paraná.

The activities are organized and carried out all based on volunteer work and teams. These actions are focused on transversal areas involving social and environmental issues and involve networking within the Institution to be achieved. The starting point takes place through e-mails calling volunteers that have the expertise, interest and availability to participate in the proposed action. Then brief meetings are set to settle the details of each activity. Until now the developed activities included the following topics: environment, gender equity, organizational environment and well-being, celebrations and social work. All activities go through the processes of diagnosis, planning, approval of stakeholders, implementation and sharing results phases.

The CreSceR activities are aligned with other Programs that take place in the Industry Federation of the State of Paraná (FIEP), such as: Paraná Counsel for Corporate Citizenship (“Conselho Paranaense de Cidadania Empresarial” - CPCE); Millenium Objectives (“Objetivos do
Milênio” - ODM); Organizational Environment Program (“Programa de Clima Organizacional”); FIEP Volunteer Program (“Programa de Voluntariado do Sistema FIEP”); Well-being and You Program (“Programa Bem Estar e Você”); Sustainability Office (“Escritório de Sustentabilidade”); Safety Engineering and Occupational Medicine Specialized Service (“Serviço Especializado em Engenharia de Segurança e Medicina do Trabalho - SESMT”); Gender Pro-quity Program (“Programa Pró-Equidade de Gênero”), among others. The CreSceR actions rely on dialogue, involve various partners and include environmental sustainability, community social work, improvement of local economy, management and corporate governance good practices.

Since it has been created CreSceR is gradually being expanded to all SENAI in Paraná units, increasing dialogue and networking, providing agile and horizontal communication and positive results through simplicity of actions.

One of the many CreSceR environmental activities: planting seedling trees with students.

6.3 - FUTURE PERSPECTIVES

In the near future SENAI in Paraná would like to host a PRME seminar or workshop in the State of Paraná. This would improve dialogue and participation of educational institutions in becoming compromised and signatory of the Principles for Responsible Management Education. This meeting would involve SENAI in Paraná and other guest educational institutions, stakeholders and corporations.
7 - HELPFUL SUPPORT FROM PRME SIGNATORIES OR FROM THE PRME STEERING COMMITTEE

In order to achieve all Future Perspectives that were indicated throughout this document under each of the Principles, SENAI in Paraná would be thankful if support from PRME Steering Committee could be obtained.

If possible, SENAI in Paraná would like to receive printed support material from PRME to be used in the meetings involving the Principles and the regional community and educational institutions. Material in Portuguese (if available) or even Spanish would be the best options to be used in these occasions since not all public involved in the activities are fluent in the English Language. The revision and endorsement by PRME Steering Committee of the materials that will be prepared would also be greatly appreciated (please see Future Perspectives in Principles 1, 2 and 3). Also, if possible, we would be grateful if members of the PRME Steering Committee could participate in the seminar or workshop about PRME that SENAI in Paraná would like to host in the near future in the State of Paraná (please see Future Perspectives in Principle 6).

It is understood that these requests are subject to approval of PRME Steering Committee and would involve discussion of further details and procedures.
8 - CONTACT PERSON FOR ANY SIP RELATED QUESTIONS OR COMMENTS

SENAI IN PARANÁ
Avenida Cândido de Abreu, 200 - 3rd floor - Centro Cívico.
80530-902 - Curitiba - Paraná - Brazil.

STRATEGIC ALLIANCES MANAGER

Dionísio João Parise

e-mail: dionisio.parise@pr.senai.br

Telephone: 55 (41) 3271-9291 - Mobile (41) 8871-9658

REGIONAL DIRECTOR

Marco Antonio Areias Secco

e-mail: marco.secco@pr.senai.br

Telephone: 55 (41) 3271-9280

DATA COMPILATION AND ORGANIZATION

Patricia Charvet

e-mail: patricia.charvet@pr.senai.br

Telephone: 55 (41) 3271-9857
NOTE ON IMAGES INCLUDED IN THIS SIP REPORT

All images used in this Report were provided by participants in the actions that SENAI in Paraná developed and by the photographers from “Agência FIEP” (Gelson Bampi and others). We thank all image authors for sharing them and allowing their use in this Report.

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