National Service of Industrial Apprenticeship in Paraná

SENAI in Paraná

Serviço Nacional de Aprendizagem Industrial no Paraná

SENAI Paraná

PRME Sharing Information on Progress Report

May 2016
Industries Federation of the State of Paraná (FIEP - Federação das Indústrias do Estado do Paraná)
Edson Luiz Campagnolo
President

National Service of Industrial Apprenticeship (SENAI - Serviço Nacional de Aprendizagem Industrial)
Marco Antonio Areias Secco
Regional Director

Strategic Alliances Management (GAE - Gerência de Alianças Estratégicas)
Dionísio João Parise
Manager

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SENAI. Departamento Regional do Paraná.


70 p.: 21 cm.

Letter n° 322/16

Ref: Renewal of the Commitment to PRME and Submission of the 2016 Sharing Information on Progress Report

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

As an institution of professional and higher education involved in the development of current and future managers and leaders, SENA吕布 Paraná is committed to implementing the Principles for Responsible Management Education, continuously improving the application of the Principles, reporting on progress to all our stakeholders and exchanging effective practices related to these Principles with other academic institutions.

It is with great pleasure that we present our second Sharing Information on Progress Report. This SIP Report reflects a summary of the main activities carried out by SENA吕布 Paraná, which 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 SENAI in Paraná

Edson Campagnolo
President of the Regional Council of SENAI in Paraná

PRME Steering Committee
c/o Mr. JONAS HAERTLE - PRME Secretariat
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(41) 3271-9000 / www.senaipr.org.br
Curitiba, May 9th, 2016.

Letter n° 323/16

Ref: Submission of the 2016 Sharing Information on Progress Report

It is with great pleasure that the National Service for Industrial Apprenticeship (SENAI) in Paraná presents its Sharing Information on Progress Report and has its Regional Director and President of the Regional Council of SENAi in Paraná confirming our commitment to the Principles for Responsible Management Education.

SENAI in Paraná is an institution of professional and higher education involved in the development of current and future managers and leaders. It is also renowned for the quality of its technological services that promote innovation in the Brazilian industry. In our institution we are applying the Principles to the higher education level and sharing our organizational practices with other academic institutions. Nevertheless, whenever possible, we are also expanding the Principles to our professional and technological courses since our students engage in leadership activities in their professional life at companies and industries.

This second SIP Report reflects a summary of the main activities carried out by SENAi in Paraná from February 2014 up to the present date and we expect to be continuously improving the application of the Principles in our academic activities.

Sincerely,

Dionísio João Parese
PRME Representative for SENAi in Paraná and Strategic Alliances Manager

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1 - Introduction to SENAI and SENAI in Paraná

1.1 - SENAI Overview

The National Service of Industrial Apprenticeship (SENAI), also known as National Service of Industrial Training, 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 the Brazilian National Industry Confederation (Confederação Nacional da Indústria - CNI) 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. It’s 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. The 809 fixed and mobile operational units/ centers that are located across Brazil work as a network to meet the educational needs of workers, as well as the technological services needs of the 28 sectors of Brazilian industry.

1.2 - SENAI in Paraná Overview

In the State of Paraná, SENAI was founded in 1943 and is part of the Industries Federation of the State of Paraná (FIEP), which represents over 100 trade unions, 47,000 industries and 840,000 direct 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 73 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 over 50 units of service/centers throughout the state, including: 43 professional training centers, seven Senai Technology Institutes and two Senai Innovation Institutes.

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

1. Technical and Professional 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 has implemented and inaugurated many of the SENAI Innovation and Technology Institutes.

The SENAI Innovation Institute of Electrochemistry was inaugurated in 2013 and in 2015 a new SENAI Innovation Institute on Structures Engineering started to be planned. Both SENAI Innovation Institutes have 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 and structures engineering.
The SENAI Technology Institutes are being implemented and are 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 professional and technical courses portfolio are strongly oriented to technical education and undergraduate courses according to the local industrial sector demands. The seven SENAI Technology Institutes aligned to technological platforms focus on: Environment and Chemistry; Information and Communication; Wood and Furniture; Food and Refrigeration; Pulp and Paper; Metalworking; and Construction.

SENAI in Paraná has a functional structure that comprises all the areas of interaction with regional, national and sometimes even international industries with technical-scientific cooperation agreements and terms.

Summary of SENAI in Paraná Functional Structure.
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. As indicated in *The Basic Guide to the Sharing Information on Progress (SIP)* (PRME, version 1.0), Senai in Paraná is also adopting “Organizational Practices” as a Seventh Principle.

### Principles for Responsible Management Education

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.

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.

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

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.

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.

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.

7. **Organizational Practices**: We understand that our own organizational practices should serve as example of the values and attitudes we convey to our students.
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 single principle.

SENAI in Paraná also will continue developing all activities reported here, expanding them whenever and wherever possible.
3 - 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.

3.1 - Brief Overview - Purpose

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.

Senai in Paraná envisions PRME as a volunteer engagement opportunity for higher education institutions but also for technical education students at high school (secondary) level. This way, since we became a signatory institution, we have been applying the Principles not only at a higher education level but also with many other students who we believe can make a difference towards a more stable and inclusive global scenario, helping in the construction of a prosper and successful society.

Many of our students take the training they get at SENAI as a lifetime opportunity in the professional and technical areas to get a job and make a living out of it. Our higher-level education students have the skills to become responsible managers and even CEOs in enterprises and industries. Nevertheless, our apprenticeship and technical courses students very often stand before challenges of leading work teams or shifts in Brazilian industries and companies.

Since SENAI in Paraná is part of the Industries Federation of the State of Paraná (FIEP), both our Mission and Future Vision, indicated below, are closely linked to the industrial development and competitiveness.

3.1.1 - SENAI in Paraná Mission

Promote professional and technological education, innovation and industrial technology transfer, contributing to increase the competitiveness of the Brazilian Industry.
3.1.2 - 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.

3.2 - Description of Practical Actions and Assessment of Outcomes - Purpose

3.2.1 - 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 that generates education and employment opportunities for young adults. In addition, 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 the 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. The adequate qualification of apprentices is a strategic action that brings present and future benefits to the population, companies, society and to the Nation.

In the Apprenticeship Program, there were over 20 thousand enrollments in the years of 2014 and 2015.

3.2.2 - Specific Courses and Programs in Higher Education - Technological Undergraduate and Graduate Courses

The SENAI National Department is in the process of implementing two graduate (specialization) courses related to energy sustainable use on a regional basis and involving
SENAI in Paraná. The first course is on Industrial Energy Efficiency and aims to enable professionals to diagnose the performance of energy usage, prepare projects and manage the implementation of energy efficiency projects and actions, considering technical, quality, safety and environmental standards, legislation, technical and economic feasibility. The second course is about Energy Efficiency for Buildings and aims to diagnose the performance of energy usage, prepare projects and manage the implementation of energy efficiency projects and actions in buildings, considering technical, quality, safety and environmental standards, legislation, technical and economic feasibility.

3.2.3 - Graduate Program on Management and Environmental Technologies in Industries

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 essential to guarantee excellence and promote innovation in industrial technology. A key factor to enable the success of new industrial production systems and upcoming technologies is the responsible use of environmental resources.

3.2.4 - Graduate Program on Paper and Cellulose (SENAI Technology College in Telêmaco Borba)

The SENAI Technology College in Telêmaco Borba offers a graduate (specialization) 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
graduate program focuses on providing the local industry with qualified professionals skilled to plan, implement, control and assess production administration 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.

3.2.5 - International Professional Master’s Program on Urban and Industrial Environment (MAUI)

The International Professional Master’s Program on Urban and Industrial Environment 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.

In 2015, a team of teachers organized a book entitled Assessment, Planning and Technologies Applied to the Urban and Industrial Environment (“Avaliação, Planejamento e Tecnologias Aplicadas ao Meio Ambiente Urbano e Industrial”) with the purpose of sharing with a wider public and promoting the publishing of student dissertations results. This book also displays data on the research and technical visits that were part of an international extension course carried in Germany in 2014, obtained through research on current practices, legislation in Brazil/Germany and presenting a critical approach towards
the subject. This book was released during the 2\textsuperscript{nd} International Symposium Brazil Germany on Urban and Industrial Environment, in April 2016.

![Front cover of the book on “Assessment, Planning and Technologies Applied to the Urban and Industrial Environment” released in April 2016.](image)

Also in 2016, a double certification extension of this Program was signed with all partners. This means that starting on 2016 the students who fulfill all the requirements (credits, language and a study period in Germany) will receive two Master’s Degree diplomas: one from Brazil and another from Germany (University of Stuttgart). The Brazilian institutions will continue to certify the students who do not wish to have a double certification. German students will also take classes in Brazil through the German WASTE Program (University of Stuttgart).
4 - 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.

4.1 - Brief Overview - Values

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.

4.1.1 - 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 420,000 enrolments in 2014 and 330,000 in 2015, form and support professionals who are able to lead fundamental changes in companies, institutions and governments.
4.2 - Description of Practical Actions and Assessment of Outcomes - Values

4.2.1 - Racial-Ethnical Relations, Human Rights, Environmental Education Contents and Sign Language in the Technology Higher Education Programs

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 main objective is to improve our educational projects and courses through comprising racial-ethnical and cultural inclusion. 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 backgrounds when bringing to light and discussing these topics that involve commitment to social, inclusive and sustainable actions.

4.2.2 - SENAI Inclusive Actions Program (PSAI)

Senai in Paraná participates in the SENAI Inclusive Actions Program (PSAI), which is a national program that promotes the inclusion of people with special educational needs (handicapped/typical conducts and high abilities). This Program expands racial and gender inclusion, providing opportunities for female students in courses that are stigmatized as male courses and vice-versa; as well as re-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 Hunger Prevention, Ministry of Labor and Employment, Ministry of Justice and Human Rights Office. This Program has a specific branch (VIRA-VIDA)
that includes the rehabilitation of underage teenagers and young adults who were subject to commercial sexual exploitation.

PSAI also 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 2014 and 2015, SENAI Inclusive Actions Program (PSAI) activities provided 870 and 428 assistances, respectively.

Front cover of the material created by SENAI in Paraná to promote the dissemination of the Inclusive Actions Program (PSAI).
Front cover of one of the books prepared by SENAI National Department to assist in the inclusion of the handicapped.

4.2.3 - 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.
4.2.4 - Waste Management and Infrastructure as a Reference 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. Students and staff learn how to use natural resources wisely and are encouraged to practice the 3Rs or 5Rs (Reduce, Re-Use, Recycle, etc.) in their professional and personal life. These concepts are incorporated through the curricular contents and extracurricular activities (guest speakers, campaigns, etc.).

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 equal opportunities and acknowledgement from the job 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, managers and leaders.

4.2.5 - SENAI in Paraná Sustainability Committee

The SENAI in Paraná Sustainability Committee was created in 2011 as a volunteer group to establish guidelines and follow up the implementation of strategies connected to developing our 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 this theme 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.

SENAI in Paraná has adopted five sustainability pillars, which include the well-known Triple Bottom Line (Elkington, 1994) - environmental, economic and social - and
two others related to labor safety and diversity in the broad sense (mainly: disabilities, elderly, racial-ethnical, cultural pluralism and gender).

Working Groups were formed within SENAI in Paraná Sustainability Committee to develop actions regarding the themes “Education for Sustainability” and “Sustainable Management”. The activities developed in 2014 and 2015 have been included in this report and some of the highlights comprise the Sustainability Video, the SENAI Sustainability Collection, adjust evaluation criteria considering the sustainability pillars, sharing good sustainability practices between our operational Units throughout the State of Paraná and others.

Helping understand sustainability, increasing awareness and ensuring that the institution seeks and attains more sustainable practices are among the SENAI Sustainability Committee objectives.

4.2.6 - Evaluation Criteria

SENAI in Paraná has been adopting evaluation criteria on regular courses that consider issues such as environmental and social 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. Some of the items have been updated from the previous version.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Evaluation Criteria</th>
<th>Score</th>
</tr>
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<tbody>
<tr>
<td>1 - 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 concern with the safety of users, beneficiaries and those involved in the project/paper?</td>
<td></td>
</tr>
<tr>
<td>2. - Environmental Quality Awareness</td>
<td>Were solid wastes correctly separated and disposed? Was there concern with wastes that eventually resulted from the project?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Were materials, energy, water and other natural resources wisely used or saved in the project/paper?</td>
<td></td>
</tr>
<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>3 - Economic Awareness</td>
<td>Was there an economic analysis of the project considering 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>4 - Social and Cultural Awareness</td>
<td>Does the paper/project consider issues related to race and gender equality, if applicable?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is there clarity of the benefits brought by the project to society?</td>
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</tbody>
</table>

Other relevant observations:
4.2.7 - SENAI in Paraná at “Olimpíadas do Conhecimento” 2014 and WorldSkills 2015

The “Olimpíadas do Conhecimento”, which roughly could be translate as “Skills Olympics”, is a great educational event, already established as an important formative assessment instrument. In other words, an instrument for quality monitoring in order to seek continuous applied professional education improvement. Students go through State and National stages before being eligible to compete at international levels, if minimum skill standards and scores are reached.

The eighth National edition of the “Olimpíadas do Conhecimento” 2014 was held in Belo Horizonte (State of Minas Gerais) and Expominas was the venue. A 105,000 m\(^2\) area was assembled, receiving 900 tons of equipment for the competition. This edition of the event had over 800 competitors and received 300,000 visitors in the period of one week. The number of professional occupations also increased from 54, in 2012, to 58, in 2014. SENAI in Paraná students brought home 10 medals: two gold medals, one silver medal and seven bronze medals, as well as 20 excellence diplomas granted to competitors achieving scores above eight.

The State medalists then had the opportunity to compete representing Brazil in the International Professional Education Tournament, which happens since 1950, is organized by International Vocational Training Organization (IVTO) and is currently called WorldSkills.

In 2015, WorldSkills was held in São Paulo in the largest venue until the present date. Over 400,000 m\(^2\) were used for this international event, which lasted for four days and counted with 1,200 competitors from 62 countries. Over 200,000 people visited this event, watched the competitors in action and understood how professional education can make a difference for a country’s development.

At the closing ceremony of WorldSkills São Paulo 2015, Brazil was announced the “Top One” country in the world, an occasion in which the Brazilian delegates conquered the greatest number of medals and attained the highest score of the competition ranking number one in the world among all participating countries and followed by South Korea, France, Japan and China-Taipei. Brazilian competitors trained by SENAI beat a historic record when they conquered 27 medals: 11 gold, 10 silver and 6 bronze, besides 18
excellence certificates. This was Brazil’s best performance ever since it started to participate in the competition in 1983.

In 2016, the name of this State and National competitions has changed from “Olimpíadas do Conhecimento” to “State / National Selective for WorldSkills Abu Dhabi 2017”, since this is the country hosting the next WorldSkills competition in 2017.

In 2016, following the State Selective phase, SENAI in Paraná is hosting the National Selective phase for five occupations at our Professional Education Centers. The best students will participate in WorldSkills Abu Dhabi 2017. This will be the first time in that the world professional education tournament will take place in an Arab and Middle-Eastern country. The organizers expect that, just like in Brazil, the championship shall gather over one thousand competitors and will certainly pose a big challenge for the competitors to reach skills excellency.

The results achieved by SENAI in Paraná students in previous State, National and international competitions point out the importance of this event in valuing professional education, acting as a strong marketing resource for all participants. It also boosts SENAI in Paraná as an important brand in industrial professional education since it improves quality of our industrial products and services; stimulates citizenship in young professionals, who conquer their space in a competitive market; improves the professional education profile; and enables our students to represent Brazil in an outstanding competition such as WorldSkills.
Students competing (top) and celebrating the results (bottom) at 2014 “Olimpíadas do Conhecimento”.

Students competing (left) and celebration of the Brazil as Top One in the world (right) at WorldSkills São Paulo 2015.


5 - Principle 3 - Method

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

5.1 - Brief Overview - Method

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.

5.2 - Description of Practical Actions and Assessment of Outcomes - Method

5.2.1 - SENAI and SENAI in Paraná Professional Education Methodology

The main purpose of the construction of the SENAI Professional Education Methodology (MSEP) is to align the educational offer with the demands of the professional world. Currently, it is not enough for a professional to have technical knowledge - one expects workers to have critical thinking, autonomous work management, teamwork skills and creative solutions to everyday work issues. This way, the methodology intends to favor the acquisition of skills, both for work and for a more cosmopolitan life.

The methodology is inserted within a broader context of curricular design construction. At the first stage, a Technical Sector Committee - comprising experts, unions, companies and public entities - designs a Professional Profile that identifies the professional skills required for performing a specific function. In the second stage, the Curricular Design is prepared. At this time, the Professional Profile that corresponds to the
professional market portrait is brought to the education area with the preparation of a plan
determining the capabilities, skills and attitudes required for the performance of a
determined function. The third stage of the methodology is the teaching practice itself.
With the application of the methodology, there is an attempt to create a favorable
environment for the development of social, organizational and methodological capabilities.
During the planning of the learning/teaching process, 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 and SENAI in Paraná Professional Education Methodology 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. Currently, SENAI in Paraná Professional
Education Centers are consolidating this National SENAI Methodology throughout the
State.
In addition to the National SENAI Professional Education Methodology guidelines, SENAI in Paraná has added up and applied some of its own concepts and methodological practices. Therefore, 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 Professional Education Methodology as development of social, organizational and methodological skills.

5.2.2 - 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 educational backgrounds. Daily life situations presented can be easily related to work, domestic and study routines.

5.2.2.1 - Building My Future (“Construindo Meu Futuro”) Series

A partnership with the Civil Construction Union (Sinduscon-PR) made possible the recording of 25 instructional videos oriented to the civil construction sector. These videos were the result of dialogues between this Union and SENAI in Paraná and they comprise professional tips, guidance and instructions about different aspects of their work in construction sites. Considering its social responsibility role, SENAI in Paraná released this series of professional education videos intending to awaken workers from the civil construction sector to improve their professional qualifications and get to know their career development possibilities. All these videos contain objective and practical information for the civil construction workers and were prepared as short videos to be watched at the workplace.

This is only one example of the various actions carried out with regional unions and trade unions to provide and improve professional and technological education.

Partners` representatives (SENAI in Paraná and Sinduscon-PR) releasing the civil construction video collection.
5.2.2.2 - Institutional Video on Sustainability

In 2014, Senai in Paraná prepared a short institutional video about the sustainability principles and pillars adopted by the institution (environmentally correct, economically feasible, socially fair, equitably diverse and work safety). This video was prepared to assist in increasing sustainability awareness in our students and future leaders, helping prepare them to have environmental responsibility and ensuring life quality and dignity for all. It is shown on every opening of events, exhibits, seminars and on the first day of classes of all SENAI in Paraná courses aiming to sensitize participants about this theme and also as a work tool for teachers when dealing with this topic.

5.2.3 - Transversal Competences (“Competências Transversais”) Book Collections

The book collection called Transversal Competences was created by initiative of the SENAI National Department. This collection is formed by six Professional Initiation courses that develops students’ skills to enter the work market or updates professional skills. The books work with subjects that are transversal to different professions in the following themes: Environmental Education, Entrepreneurship, Labor Legislation, Work
Safety, Information and Communication Technology, and Intellectual Property. They approach diverse subjects that can be applied to many work sectors and knowledge areas, therefore contributing towards the formation of socially / environmentally responsible professionals and leaders. In 2014, there were 193,586 enrollments for these courses and in 2015, more 116,295. This way the total number of students participating in these courses reached 309,881 in both years.

Some examples of the Transversal Competences Book Collection.

5.2.4 - The Experts (“Os Especialistas”) Book Collection

Considering the successful results obtained through the Transversal Competences book Collection, SENAI in Paraná also created a professional education book collection entitled “The Experts”. Initially it was formed by books focused on five Professional Initiation courses comprising industrial areas of SENAI in Paraná. The collection now includes 13 Professional Initiation courses related to different industrial areas.
The courses are completely free and fully held in a long-distance format (e-learning strategies) through printed material. The main purpose is to create professional information and guidance on career possibilities. It also aims to awaken the interest for work through information and professional guidance. Professional Education is one of the core missions of SENAI in Paraná and this program enables young professionals and adults to get to know new occupations and opportunities within the industrial segments. The book includes an assessment form. Students that complete the assessment with a score of 60% or more are approved and receive a Professional Initiation Certificate of a 60 hours course.

Since this action provided democratic access to Professional Education, the Experts Collection was awarded the Ozires Silva Sustainable Entrepreneurship Award (Prêmio Ozires Silva de Empreendedorismo Sustentável - 6th edition) in 2013.

Another 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 2015, the collection had reached almost 30,000 enrollments.

The Experts Book Collection and its folding professional miniature characters.
5.2.5 - SENAI Sustainability Book Collection

The SENAI in Paraná Sustainability Book Collection comprises five Professional Initiation courses aiming to contribute for a more sustainable world in five different dimensions. This Collection’s book titles match the sustainability pillar that were adopted by SENAI in Paraná. The five books have five chapters each and are used to developing transversal competences in SENAI in Paraná Professional Training courses (long-distance format /e-learning strategies). The tittles in this book Collection are Environmental Sustainability; Work Safety Sustainability; Diversity Sustainability; Social Sustainability and Economic Sustainability. The first volume (Environmental Sustainability) was released in 2015 and in 2016 the other four volumes are being released.

Some of the titles of the SENAI Sustainability Collection.
6 - 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.

6.1 - Brief Overview - Research

SENAI in Paraná is more oriented towards technical and professional education, rather than research. Nevertheless, our students and teachers develop and present to the community research results in various moments. Many of these have a considerable background regarding social, environmental, economic sustainability and therefore meet PRME. 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 are several SENAI in Paraná Technology Institutes implemented or concluding their implementation process.

SENAI in Paraná also has established an innovation and innovative entrepreneurship itinerary by promoting a series of internal debates in order to implement the innovative entrepreneurship culture in the formation of its students. The fundamental idea is to include entrepreneurial and innovative capabilities in the formative process of professional and technological education students, whether through the opening of new businesses or in the creative resolution of challenges found in the chosen profession.

6.2 - Description of Practical Actions and Assessment of Outcomes - Research

6.2.1 - Inova SENAI Exhibit and Award 2014 and 2015

The Inova SENAI and SESI Exhibit and Award was created in 2007 and is a national event directed to students, technicians and teachers from SENAI Regional
Departments focused on the acquisition and awarding of innovation projects developed through competences in line with industrial demands. 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. The 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 expertise.

Yearly there are approximately 80 projects submitted by students and teachers establishing and disseminating research and innovation practices.

In 2014, the National Edition of the Inova Exhibit and Award took place in Minas Gerais (State of Belo Horizonte) along with the 2014 “Olimpíadas do Conhecimento” National Edition. A SENAI in Paraná team of 18 students was among the 240 finalist ideas and won in the category of Inclusive Technologies. The winning project was called DTO (“Dispositivo para Transpor Obstáculos”, which translates into Device to Overcome Obstacles), a device to help wheelchair users overcome obstacles through a set of ramps that could be connected to any wheelchair granting them access.

In 2015, 76 projects were submitted in three categories: Industrial Technologies, Educational Technologies and Inclusive Technologies. Fifteen of them were in compliance with the criteria established in the inscription form were selected by a board constituted by members of the SENAI in Paraná Regional Department. After this selection process, now the projects are being transformed into prototypes and, in 2016, there will be the National Exhibit and Award event to announce the winning projects.
Visitors and candidates sharing ideas during the exhibit and receiving the Award at the 2014 National edition of the Inova Awards.


6.2.2 - Integrative Projects and Integrating Project Challenge

In the SENAI in Paraná Technological Undergraduate Courses, teachers were encouraged 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 Professional Education Methodology, Integrative Projects is one of the many learning strategies challenges.

The practice of integrating projects takes place at all SENAI in Paraná Professional Education Centers. This is a planned learning action that provides multidisciplinary notions of formative contents approached at the Curricular Units of one or more modules of a course. This is a challenging strategy in everyday school life, since it propels the students into developing a systematic vision in research for problem solving. With support from the SENAI National Department, SENAI in Paraná took part in the first SENAI Integrating
Project Challenge in 2015. The challenge consisted of a National competition in which SENAI Units enrolled groups of students in four different categories of industrial challenges and problems:

1 - How can we transform industrial residues in applications that create value for society?

2 - How can we broaden and enable the use of renewable energy in residences and/or companies?

3 - How can we improve urban mobility through new technologies and efficient information and communication systems?

4 - How can we optimize the water usage in manufacturing processes through economic solutions?

SENAI in Paraná students took part in projects in all four challenges mentioned above and a project related to mobility ("Pinhais na Linha Certa” project) won the first prize.

6.2.3 - Brazilian National Research Council (CNPq) Young Scientist Award

SENAI in Paraná has encouraged its students and staff to get involved with applied research, specially oriented to industrial needs but also considering PRME.

In 2015 the Young Scientist Award (CNPq) was themed after “Food and Nutritional Safety”. High school, undergraduate, graduate and doctorate students, as well as researchers were eligible to participate. Marlon Thiago de Carvalho, a student from the SENAI Toledo Technology College in the Food course and his advisor Prof. Rosemeri Engelsing (Coordinator of the Food Technical Course) participated with the project “Fermented Milk Drink with Low Phenylalanine Content”. Phenylketonuria is a hereditary disease caused by the absence of an enzyme that helps eliminate phenylalanine, an essential amino acid obtained from food.
6.2.4 - The Sustainability Literacy Test

As a member of the PRME Chapter Brazil initiative, SENAI participated in the Sustainability Literacy Test, organized by the Kedge Business School (Marseille, France), in 2014. Along with other 24,500 students from 30 countries, our undergraduate students took the Sustainability Test. Six of the seven Technology Colleges were involved, one did not participate since there was a problem with the password. The results obtained ranged from 41.83% to 53.98%, with an overall average of 46%. When comparing our results to the world overall average (54.09%), it was clear that our results were close to the average but some improvements needed to be made. This way many activities were carried out to improve this result obtained on the first time we participated.

Our staff and students are looking forward the next edition of the Sustainability Literacy Test that should be carried out later in 2016 and the results comparison will probably help us verify if the various activities that were carried out fulfilled or not the objective of increasing sustainability understanding and awareness.

6.2.5 - SENAI Sustainability Center

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 displays 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 development of the SENAI Center for Sustainable Solutions involved research, technologies and partner companies.

The SENAI Center for Sustainable Solutions is located within the area of the largest environmental laboratory in Paraná, which is part of the SENAI Technology Institute of Environment and Chemistry. The SENAI Center for Sustainable Solutions assists 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 details on the SENAI Sustainability Center have been included in our previous SIP (2014). Nevertheless, this Center is currently involved in developing research project with international applied research centers, mainly from Québec (Canada), in areas related to industrial residues and water use/management.

Further information about the SENAI Center for Sustainable Solutions can be found at [http://www.senaipr.org.br/nucleo-de-sustentabilidade/](http://www.senaipr.org.br/nucleo-de-sustentabilidade/)

### 6.2.6 - 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 aiming at 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 applied 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.

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.
7 - 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.

7.1 - Brief Overview - Partnership

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.

7.2 - Description of Practical Actions and Assessment of Outcomes - Partnership

7.2.1 - PRME Chapter Brazil

The PRME Chapter Brazil, part of the Latin American and Caribbean (LAC) Chapter, is a volunteer group that comprises teaching institutions, corporate universities and support organizations located in Brazil that share the vision of forming responsible leaders ready to act on the new sustainability paradigm.

SENAI in Paraná is an active participant of PRME Chapter Brazil and since we got involved with this initiative, we have tried to engage in the meetings and activities proposed to its members.

According to what we indicated in our first SIP (2014), we planned to prepare a printed material to help disseminate PRME. In partnership with ISAE, a text about PRME was prepared as a guiding booklet explaining what is PRME, how to get involved,
commitments and other essential knowledge issues for institutions interested in becoming signatories. Apart from contributing to the preparation of the text (in Portuguese), SENAI in Paraná was responsible for printing 1,000 copies of the booklet to be distributed among other partners and to potential future signatory institutions.

In 2015, the Regional Director and SENAI in Paraná and another representative from SENAI in Paraná had the opportunity to participate in the 2015 Global Forum for Responsible Management Education - 6th PRME Assembly - and also in the Global Compact+15: Business as a Force for Good meeting in New York. This participation was an excellent opportunity to meet the PRME Secretariat team, meet other signatory institutions, exchange practices and look forward to the next challenges. Learning more about the global development agenda outlined in the UN’s proposed Sustainable Development Goals (SDGs) was also a highlight.
7.2.2 - Participation in the Science without Borders National Program

Science Without Boarders is a Program that promotes the establishment, expansion and internationalization of science, technology, innovation and Brazilian competition 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 Offices. This program offers scholarships to promote educational exchange enabling undergraduate and graduate students to have internships abroad with the purpose of keeping in touch with competitive educational systems regarding technology and innovation. The SENAI in Paraná Technology Colleges are linked to this program and encourage our students to apply for scholarships and participate. In 2014 and 2015, we had teachers and students participating in the Science without Borders National Program.

7.2.3 - World Connection (“Conexão Mundo”)

World Connection, or “Conexão Mundo”, is a SESI and SENAI partnership initiative with the American institution called US-Brasil Connect. It assists students in learning the English language with American coaches for six months using social
networks, such as Facebook and Google Hangouts. At the end of that term, students receive a SESI and SENAI conclusion certificate. The top five percent of the students who reach the best results in language learning have the chance to travel to the United States of America for a two-week student program and for cultural activities. In 2015, six students from the State of Paraná took part in the two-week exchange trip.

7.2.4 - LEGO Zoom Learning and Self-Development Program

The LEGO Zoom Program enables our teachers to act with LEGO kits and teaching materials in order to increase SENAI in Paraná students’ learning. Through the LEGO kits and teaching material, students develop skills related to robotics and automation.

In 2015, 22 SENAI in Paraná Professional Education Centers were involved in the Program and around 2,000 students were benefitted with activities in the areas of Automation, Electronics and Metal-mechanics.

Example of a Lego ZOOM Kit disassembled (left) and in use (right).

7.2.5 - Technical Education and Employment Access National Program (PRONATEC)

The Technical Education and Employment Access National Program, also known as PRONATEC, is a Brazilian Federal Government Program and was established on October 26th 2011 by Law nº 12.513/2011.
The PRONATEC was launched to increase professional education opportunities for industry and other sector-qualified workers, considering the increasing market demand. This Program aims to increase the offer of Technical and Professional Education (EPT) 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.

PRONATEC in SENAI in Paraná serves many audiences, such as public high schools students, including EJA (Education for Youth and Adults) Program students; former high school students from public schools or students with full scholarships from private schools; “Bolsa Família” (Family Grant - a Federal Government social support program) beneficiaries and their family members. It is also applicable to unemployed who are relying on social security support for the second time in a ten-year period; workers, including from agricultural-related activities (farming, forestry and aquaculture), former National Armed Forces members, indigenous people and quilombo descendants (“Quilombola” Communities).

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 areas. Professional certification was provided and created new job opportunities taking into account the qualifications offered by this Program. 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.

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 2014, there were 31,158 enrollments through SENAI in Paraná in Initial and Continued
Formation courses, besides Technical Courses. In the year 2015, there were 9,845 enrollments, reflecting a reduction in the investments done by the Federal Government in this Program.

Graduation of PRONATEC classes in 2014.


7.2.6 - Partnership with the City Hall of Curitiba - Education Lyceum

The new program held by SENAI in Paraná and the Mayor’s Office of Curitiba, through the Municipal Office of Labor and Employment (SMTE), intends to promote the universal workers’ right to have access to qualification, integrating efforts for the promotion of education, labor, employment and revenue generation and development for priority audiences, emphasizing social and sustainable development.

SENAI in Paraná acts on 15 Education Lyceums, offering free professionalization courses to socially vulnerable people. Each Education Lyceum has classrooms and laboratories, varying in accordance with the expertise of each one and the regional needs of where it is located.
In 2015, 1,804 enrollments were made in nine different courses. The courses offered were Production Planning and Control Assistant; Administrative Assistant; Building Electricity Assistant; Bakery Service Assistant; Financial Assistant; Confectioner; Tailor; Computer Operator; and Production Process Operator.

In 2016, this was one of the winning projects that received the Ozires Silva Sustainable Entrepreneurship Award, in the Social Entrepreneurship category.

City Hall of Curitiba website announcing the courses offered by SENAI in Paraná (Source: Curitiba Mayor’s Office Website).
Education Lyceum Program graduation ceremony in 2015.


7.2.7 - Young Apprentice Program - Partnership between SENAI in Paraná and the National Post Office

The SENAI in Paraná Professional Education Centers in partnership with the National Post Office have been offering an Administrative Assistant course, which lasts 800 hours, comprising theoretical classes given by SENAI in Paraná as well as professional practice activities at National Post Office units. This partnership was established in 2013 and aims to offer young citizens a professional formation, preparing them for the job market.

In 2015, in Paraná, this Program had 393 enrollments.

7.2.8 - 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, few 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 artisans and encouraged the use of wood leftovers to reduce residues. It should be highlighted that this partnership with SENAI involved students, professors, businesspersons and government to promote economic, social and environmental sustainability.

Since 2011 this Project has received many awards as it has been detailed in our previous SIP (2014). In 2015, the Telêmaco Borba City Hall won the Ozires Silva Sustainable Entrepreneurship Award, in the category Economic Entrepreneurship. In this case, SENAI in Paraná had been contracted to develop the award-winning Project on diversification of the local economic activities.
Telêmaco Borba City Hall wins the Ozires Silva Sustainable Entrepreneurship Award, in the category Economic Entrepreneurship in 2015.

Then, once again, in 2016 SENAI in Paraná won the Ozires Silva Sustainable Entrepreneurship Award, in the category Economic Entrepreneurship with the ongoing development of this partnership.

SENAI in Paraná wins the Ozires Silva Sustainable Entrepreneurship Award, in the category Economic Entrepreneurship in 2016.
7.2.9 - Curitiba 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 were 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 2016 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. Partner institutions were involved in participating students’ indication, in the presentation preparation and in the overall organization process. The main theme of the Youth Virtual Conference of the UNU RCEs was “A Regional Perspective on Energy Systems and Sustainability”. Students and teachers involved enjoyed the experience and understood that worldwide we have many problems in common regarding energy and sustainability.
In 2016, the Curitiba RCE will be hosting the Americas RCE Conference and SENAI in Paraná will be one of the host institutions and is directly involved in this Conference organizing committee. This Conference will offer the opportunity to meet other RCE in the Americas and share education for sustainability ideas and good practices.

7.2.10 - Steam Locomotive Restoration

A partnership established between the Technology College of Senai Londrina and the Historic Museum of Londrina make possible the restoration of a historic steam locomotive. The institutions involved created a project to make this restoration possible. The participation of our College students and professors, from the Mechanical Manufacturing and Industrial Maintenance courses, is providing parts for the Baldwin 1910 locomotive as similar to the original ones as possible. This was a unique opportunity in allying history and skills to bring the steam locomotive back to life.
Students and staff from the Technology College of Senai Londrina were involved in the locomotive restoration.
8 - 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.

8.1 - Brief Overview - Dialogue

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.

8.2 - Description of Practical Actions and Assessment of Outcomes - Dialogue

8.2.1 - SENAI World Open House (“Mundo SENAI”)

Mundo SENAI is a yearly event during which our Professional Education Centers doors are open to the community and to present SENAI in Paraná for students and companies.
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. It also publicizes SENAI in Paraná services; increases the number of course enrollments; secures partnerships between SENAI in Paraná and companies; strengthens SENAI in Paraná brand and promotes interactions with former students. It has become the biggest school-student-community relationship event in Brazil.

The SENAI World Open House had its 6th and 7th edition in 2014 and 2015, respectively. In its 6th edition (2014) we had 29,016 participants visiting our 44 Professional Education Centers. In its 7th edition (2015) we had 29,016 visitors. When considering these two editions together, we had over 56,000 visitors getting to know better the activities carried out by SENAI in Paraná.

8.2.2 - Lecture and Videoconference with Gender Diversity Expert

SENAI PR held a lecture in 2015 with Toni Reis, teacher and Human Rights activist. The initiative was part of the actions of the Gender and Ethnicity Equity Committee of the Fiep System. Toni approached matters such as diversity in schools, equality, sexual education and bullying. The lecture was transmitted through videoconference to all SENAI in Paraná Professional Education Centers. Teachers and Coordinators had the opportunity to share experience and have questions answered by this expert.

Some of the participants in the lecture and videoconference with Toni Reis.

8.2.3 - Training Courses, Meetings and Sharing Good Practices with SENAI in Paraná Educational Teams

In 2014, the 1st Higher Education Meeting of the FIEP System took place, with the participation of teachers, academic secretaries, institutional researchers, professional education coordinators and directors of the seven Technology Colleges of SENAI in
Paraná and the Industry College (IEL). On the meeting, revised institutional documents were presented as per current legislation and good College practices. The documents included the Institutional Development Plan (PDI); Institutional Pedagogic Program (PPI); Course Pedagogic Program (PPC); Internal Regiment; Research Activities and Final Papers (Research and Scientific and Technologic Initiation Program - PPICT, Final Paper Regiment - TCC, Types of TCC); Institutional Assessment (Assessment Committee Regiment - CPA, Institutional Self-assessment Plan - PAI); Complementary Activity Regiment; Monitoring Regiment; Structuring Faculty Center Regiment - NDE; Faculty Manual and Student Manual.

In November 2015, the Higher Education Workshop took place with the participation of Professional Education Coordinators, Directors of the SENAI in Paraná Technology Colleges, representatives of the Professional and Technical Education Department and representatives from the SENAI National Department. On this date, premises and directives were listed for the offering of technologic undergraduate courses in SENAI in Paraná. Since this workshop took place, a new strategic position has been debated with Colleges, aiming for the sustainability and quality improvement of the education programs.

Higher Education Workshop, which took place in November 2015.
In all meetings, workshops and training courses dialogue between participants was a key factor for sharing experiences, understanding procedures and discussing new ideas.

Some examples of good practices were included below to illustrate the scope of these activities.

**8.2.3.1 - Fashion Circle (“Moda na Roda”)**

The Fashion Circle was an idea created and developed by the Fashion Design Course of the Technology College of Senai Curitiba. It is an event with an interview format presented as a space for dialogue between students, teachers and professionals. Topics related to fashion are mediated in an interview form, rendering the discussion more dynamic and engaging through a chat between interviewees and the audience.

![Fashion Circle participants during the interviews.](image)

**8.2.3.2 - Book Donation, Used Electronics Campaign, Rainwater Use**

The students of the Technology College of Senai Londrina created a campaign to collect used books and magazines to be donated to social assistance institutions / schools. The College students involved in this social campaign collected 12,500 books and magazines, which were donated to 20 institutions. This was a simple activity but certainly brought benefits to the institutions in need of book and magazines. This initiative won third
place in the Classes Beginning Citizenship Award (‘Prêmio Trote da Cidadania’), organized by the Fundação Educar.

Newspaper clipping indicating that the destination of the collected book was being defined (left) (Source: Jornal de Londrina, Dec. 03 2014) and students sorting out the collected books.

The Technology College of Senai Londrina students also created a Used Electronics Campaign. During this campaign students, staff and the community was invited to bring electronics that were no longer working or were unwanted (keyboards, mouse, computers, batteries, mobile phones, etc.). The material that could be used was donated to institutions with limited resources to buy them and the material that has to be disposed was send to specific recycling companies that would ensure that they would be properly recycled or disposed.

Moreover, the College and Professional Education Center of Londrina have developed and are using a system that promotes rainwater use. Part of the rainwater from the roof pipes is collected and stored underground to then be used in watering gardens and floors washing. This was a pioneer initiative that counted on staff expertise to implement and make it a sustainable way to save and use our natural resources wisely. SENAI in Paraná teams are planning to expand this rainwater use to other Professional Education Centers and Colleges soon wherever infrastructure space is available.
8.2.5 - “Olimpiadas do Conhecimento” and Wordskills Sustainability Spaces

SENAI in Paraná was responsible for all sustainability activities during the 2014 “Olimpiadas do Conhecimento” and during WorldSkills 2015. These activities included mainly recycling as much solid residues as possible and properly disposing the wastes that could not be recycled or reused. We also calculated all greenhouse gas emissions associated to these events (transportation, energy generation, etc.) and mitigating them in partnership with other institutions by planting trees or with carbon credits from UN accredited sources. Senai in Paraná was also in charge of providing the participants and visiting public with information to raise awareness and sensitize people in relation to positive sustainability practices. It was a big responsibility and challenge to show what could be done to reduce the impacts and footprint we leave before, during and after these huge events.

Sustainability spaces and recycling at “Olimpiadas do Conhecimento 2014” (top and bottom left) and at WorldSkills 2015 (top and bottom right).
8.2.6 - Solid Residues Management Plans

The SENAI in Paraná Sustainability Committee in partnership with the SENAI Technology Institute of Environment and Chemistry implemented Solid Residues Management Plans (Planos de Gerenciamento de Resíduos Sólidos - PGRS) in all SENAI Professional Education Centers and Institutes. Two students that graduated from our environment technical courses were hired for over one year to carry out a qualitative and quantitative diagnosis of the solid residues produced on each site throughout the State in order to prepare the residue management plans.

Now all Centers and Institutes are in the process of adjusting or improving their systems of collecting and giving the proper destination to all solid residues that are produced by students and staff during the classes (specially practical classes) and also during their leisure time (meals, breaks, etc.). Recycling and reducing practices are a priority and we hope that many of them are learning from this experience and taking home these environmental practices.

8.2.7 - Notice Board

SENAI in Paraná has adopted the practice of disseminating information to students, staff and the local community by using notice boards. This way, all SENAI in Paraná Professional Education Centers have spaces 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 SENAI in Paraná.
9 - “Principle” 7 - Organizational Practices

9.2.1 - Socially Responsible Institution Seal

The Technology Colleges of SENAI in Paraná received a Socially Responsible Institution Seal for the years 2014/2015 granted by the Brazilian Association of Higher Education Managers (ABMES). The purpose of the seal is to certify that the Higher Education Institutions took part in the campaign organized by ABMES and are engaged on seeking for a better future for our society. In order to receive the seal, the institution must have promoted, within the proposed timeframe, an event with activities directed towards social responsibility and our Colleges were successful in accomplishing this requirement.

Socially Responsible Institution Seal for the years 2014/2015 granted by the Brazilian Association of Higher Education Managers (ABMES, 2015).

9.2.2 - Preventive Education Center (NEP)

The Preventive Education Center is an internal section of SENAI in Paraná Professional Education Centers, 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,
managers and pedagogical coordinators to develop 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). Is also promotes constant action with educational programs for students and creates a preventive culture among student in order to avoid being part of labor accidents statistics in their student and professional lives.

9.2.3 - Gender and Race Pro-Equity Seal (“Selo Pró-Equidade de Gênero e Raça”)

The FIEP, comprising SENAI in Paraná along with the other sister institutions, has received the Gender and Race Pro-Equity Seal (“Selo Pró-Equidade de Gênero e Raça”). This is a National initiative, which is given by the Women Policies Office, linked to the Presidency of the Republic.

This Seal attributed to companies and organizations that are promoting gender and ethnical-racial equity throughout their policies and practices. SENAI in Paraná considers diversity as one of its sustainability pillars and is always trying to innovate when incorporating these concepts and promoting equity among our staff and students.

![The Gender and Race Pro-Equity National Seal.](image)
9.2.4 - Ozires Silva Sustainable Entrepreneurship Award

This year, four of SENAI in Paraná projects won the 9th Edition of the Ozires Silva Sustainable Entrepreneurship Award. The winning projects won in the categories Social Entrepreneurship, Environmental Entrepreneurship, and Economic Entrepreneurship. All the award-winning projects were developed in partnership with companies and other institutions.

It was an occasion to celebrate the results and recognize that activities involving partnerships, sustainable development and education are of great concern for SENAI in Paraná.

9.2.5 - Ecology Expression (‘‘Expressão de Ecologia’’) Award

In 2015 SENAI in Paraná, through its Technology Institute of Environment and Chemistry, won the 22nd Edition of the Award Expressão de Ecologia, in the category Socio-environmental Technologies. This prize was a recognition for the hard word of making the 2014 ‘‘Olimpíadas do Conhecimento’’ a more sustainable event.

Ecology Expression prize won by SENAI in Paraná (Photo: Felipe Cruz/ Editora Expressão).

9.2.6 - Regional Committee of Sustainability Education, Organizational Environment, Equity and Social-environmental Responsibility (CreSceR)

The United Nations Educational Scientific and Cultural Organization (Unesco) placed the decade from 2005 through 2014 as the Decade of Education for Sustainable Development, with the purpose of living in a sustainable manner, stimulating changes in people’s attitude and behavior and practicing the five pillars proposed for education on sustainability: ethics, human value, education linked to life, partnerships with the community and innovation.

We live in society and have responsibilities towards other living beings and the planet. With this direction in mind, SENAI in Paraná started to work to identify actions that could be developed for education on sustainability. Through an initiative by the teams that are part of the SENAI Regional Department, CreSceR was created – a group of
employees voluntarily developing actions towards the workplace, the community, society and the planet.

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 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.
10 - Future Perspectives and Future Key Objectives for the Purpose, Values, Method, Research, Partnership, Dialogue and Organizational Practices Principles

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 month of 2016 and 2017 SENAI in Paraná plans to develop and offer an extension course for students and teachers about the Principles for Responsible Management Education. For the students it would be an extracurricular activity mainly for undergraduate and graduate levels. Nevertheless, students from the other levels of education would be welcome to participate, if they are interested on PRME. As an extension course, it will be a short course, available for students as an optional activity at SENAI in Paraná Colleges. For the teachers and professors, this course would also be a short course and could be offered through our videoconference system that is available throughout the State. This course would provide further information and better understanding of the Principles. It would also help apply them in professional and personal environments or situations.

Also in order to disseminate the Principles, in the coming Higher Education Meetings and Workshops we will be including talks about the Principles and how they can be incorporated to everyday teaching and learning processes. We hope to have more undergraduate and graduate teachers and professors becoming familiar with simple and effective practices (many included in this SIP) that involve Responsible management Education. We expect that sharing good practices within our Colleges staff will motive the ones that are still not familiar with PRME to learn about them and incorporate these good practices into their teaching.

Our institution is preparing a communication and marketing strategy to help students, staff, visitors and guest learn more about PRME and promptly identify that SENAI in Paraná is a signatory institution, giving visibility to this initiative. We are
studying which would be most effective way of communicating the Principles. So far, considering sustainability issues, we are avoiding the use of fliers and are considering the use of electronic medias (videos, on screen advertising, e-learning, short videos, online information, digital tutorials, etc.). In our next SIP we hope to show what were the alternatives used and their effectiveness.

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.

In 2017, we plan to launch the PRME Article Award. This award would be oriented towards our College students we for the best article about how the Principles relate to the undergraduate courses they are taking. It will be open to all State College students, have a volunteer participation and an online submission system. The three best articles will get a award and the best article in the State would get a tablet. This way, we intend to get students more involved with PRME, learn more about this initiative and practice analytical writing when relating to the courses they are taking. In our next SIP report we hope to bring news about the awarded articles.

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, extending their knowledge about social, environmental and economic challenges that they will face, and exploring jointly possible solutions.

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.
Finally yet importantly, we have already started to work with the Global Compact Sustainable Development Goals (SDGs). Some of our ICT Technical Courses students are preparing a SDG Quiz to be used in all Professional Education Centers. The SDG Quiz is being prepared as a practical exercise for them and will certainly help our students understand what SDGs are all about. Presently, they are in the process of choosing a name for the quiz and we expect to have it ready and working in this year’s SENAI World Open House event, when a large number of visitors come to our Professional Education Centers to learn more about technical and professional education opportunities. This way, apart from involving our students, we will also offer the community a fun and youth-oriented way to learn more about the SGDs. By taking the quiz, the participants will learn how they can contribute towards reaching those Goals.
11 - Contact Information

If any information presented in this Sharing Information on Progress Report needs to be further detailed or clarified, please use the following contacts to get in touch with SENAI in Paraná.

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12 - Credits and Acknowledgements

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Note on Images Included in This SIP Report

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

Acknowledgements

SENAI in Paraná is greatly thankful to all collaborators involved in the PRME activities and in the preparation of this Sharing Information on Progress Report. We would also like to express our sincere gratitude to all partner institutions, to colleagues from PRME Chapter Brazil and to all PRME Secretariat Team.