SHARING INFORMATION ON PROGRESS
SIP - 2014
MISSION

Create and spread knowledge in Public and Business Administration for the Brazilian development.
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1. First words

INNOVATING IS CRUCIAL!

Portuguese poet Fernando Pessoa immortalized the sentence “ONE NEEDS TO SAIL, ONE DOES NOT NEED TO LIVE”. Its radical character reveals how important sailing was to different peoples throughout history, since they needed to broaden their domains and to search for alternate trade routes. This striking and authentic statement builds on the human capacity to expand knowledge and to change the world. The enterprising spirit makes man a sailor.

We, at the Brazilian School of Business and Public Administration (EBAPE), maintained by the Getúlio Vargas Foundation, strongly believe in this enterprising spirit, which is at the root of our educational and administrative activities, as we understand that human creativity knows no limits, and social requirements challenge generations to strive for constant transformations. This way, if people felt compelled to sail away in the past, our generation is also challenged to overcome existing boundaries. Just like sailing was considered an indispensable human activity, for it broadened horizons, we can now affirm, with the same emphasis, that “ONE NEEDS TO INNOVATE, ONE DOES NOT NEED TO LIVE”.

Innovation is crucial to human beings, and History bears witness to this. Innovation changes things, the everyday experience, the world and human beings. Searching for innovation to solve problems is in our very essence.

Administration teaching is directly affected by this need. Permanent innovation brings a much needed freshness to each class, event or research work. Even when a level of
excellence in Administration teaching is reached, one cannot take for granted the methods and processes that, while successful at the time of adoption, can and should be enhanced. The flame of creativity shines on. The same enterprising spirit that in the past made man sail now makes him an INNOVATOR.

On the other hand, one must highlight FGV/EBAPE’s concern with the most crucial values for our society and the planet. All efforts have been made to preserve a respect for the environment, to keep honesty as a professional standard and to pursue reduction of social inequality as the steering themes for the academic community. The Institution’s mission shows that these values have been adopted, throughout our history, as ideals. Our mission is to train leaders, executives and professionals in private companies, government institutions and NGOs who are both ethical and conscientious.

Two objectives are important at this point: Innovation and Sustainability. Innovation is needed so key values are taught, debated and absorbed in a true pedagogy geared towards active citizenship. Each semester there are new methods, courses and academic activities that are created to meet the needs of social issues. To promote these major values we must constantly innovate in our teaching practices and reaffirm FGV/EBAPE’s commitment to those practices.

This document summarizes the activities undertaken in the last 24 months. The opportunity to share our experiences with PRME participants is a privilege for us at FGV/EBAPE. We are enormously grateful to reaffirm our commitment to the Principles tipulated by the program.

Enjoy!
Located in the City of Rio de Janeiro in a building complex designed by Brazilian architect Oscar Niemeyer, EBAPE was founded in 1952. It was the first business administration school in Latin America.

This pioneering character made FGV/EBAPE responsible for publishing the first books on administration in Brazil and to build up a reputation as a benchmark for teaching and research in the field. Its mission shows the spirit of public interest that guides its operations:

“To serve current and future leaders, executives and professionals in private companies, government institutions and non-profit organizations through teaching, research and specialization opportunities in the field of administration, towards the development of Brazil.”

This ambitious goal has guided FGV/EBAPE towards an outstanding position nationally and internationally; the institution has consolidated itself as a center of excellence in all its academic activities. Recognition for total quality has been obtained through institutions that assess teaching, public examinations and the specialized press.
Thus, CAPES has attributed grade 6 – an evaluation defined as “excellent” – to EBAPE/FGV’s Master’s and PhD programs and grade 5 to the Executive Master’s in Business Administration program, which is the highest level for professional level programs. This last program has also been considered the best in the country by the prestigious magazine VOCÊ S.A., which specializes in professional careers.

In the field of public examinations, which were created to help the Ministry of Education to control education quality, FGV/EBAPE underwent the ENADE (National Student Performance Examination) test in 2013 and obtained the maximum grade for the institution and first place among all undergraduate business courses in Rio de Janeiro State.

These results contributed to EBAPE’s ranking as the best business school in Brazil and 5th place in the Ministry of Education’s general ranking, which rated 2,171 higher education institutions.

Another point in favor of FGV/EBAPE is its culture of international relationships, which includes courses in English that meet the needs of foreign students in all educational levels, as well as strong encouragement of exchange programs for Brazilian students at major foreign institutions. This internationalization of activities at EBAPE has brought excellent opportunities for growth and shared experiences that enhance student training. Also relevant is the achievement of full accreditation by EQUIS-EFMD (European Quality Improvement System), which is one of the most important certifications in the academic world. This accomplishment occurred in 2014. Moreover, the institution’s adherence to PRME – Principles for a Responsible Management Education - is a further step in a vigorous drive towards quality and commitment to key social and global values.
ACADEMIC PROGRAMS

FGV/EBAPE offers undergraduate and graduate programs with research and extension activities.

I. Undergraduate course in Business Administration

This is Brazil’s most traditional course in Administration, and it is aimed at training professionals for the private and public sectors, as well as the academic domain. It lasts four years and comprises eight six-month terms.

II. Undergraduate technological courses

Higher education technology distance courses are undergraduate courses that last between 1,600 and 1,800 hours, and are aimed at professionals who intend to obtain new tools and management techniques for application in the job market.

We currently offer the following distance learning programs: Higher Education in Business Management Technology, Financial Management Technology, Managerial Processes Technology, Public Management Technology, and Marketing Technology.

III-MSc in Administration and PhD

MSc in Administration: it encourages student participation in academic research. The program lasts 15 months at most. It comprises four trimester terms.
PhD: this program consolidates students’ academic research activity. The course lasts 48 months at most.

   Research tracks:
   • Behavioral sciences and Decision Making (Micro): Focus on individual decision making processes.
Management and organizations (Mezo): focus on organization-level processes;
Institutions, Politics and Government (Macro): focus on the institutional level and policy formulation processes.

IV – Executive Master’s

The Executive Master’s in Business Administration program (MEX) is aimed at professionals with university degrees in Brazil or abroad, who are working or intend to work in the Business Administration field. The program allows students to develop their entrepreneurial talents, to provide consulting, work as directors or managers, or teach in schools and higher education institutions in the field of Administration.

Research tracks:

- Business strategy
- Staff Behavior and Strategic Management
- Business Finance and Accounting
V – Professional Master’s

The Professional Master’s in Public Administration’s program aims to train leaders in the Brazilian public sector, and is directed at senior managers, leaders and professionals who work in public organizations that are directly or indirectly administrated in different levels of government.

Research tracks:

• Public Policies
• Government and Public Administration

VI – International Programs

• Corporate International Master’s – CIM

This is a professional Master’s program offered by FGV/EBAPE in partnership with Georgetown’s McDonough School of Business (Washington, D.C.) and ESADE Business School (Barcelona, Spain).

• International Master’s in Management – IMM

This is an advanced Executive MBA program developed in a partnership of five institutions: FGV/EBAPE, Krannert Graduate School of Management of Purdue University (United States), Tias Business School of Tilburg University (The Netherlands), CEU Business School (Hungary) and the College of Management and Economics, Tianjin University (China).
Professional Master’s Program focusing on business administration practices aimed at experienced managers who search for excellence and professional enhancement. This is a collaborative effort of five top institutions: FGV/EBAPE, McGill University (Canada), Lancaster University Management School (England), Indian Institute of Management Bangalore (India) and Renmin University (China)

VII – Faculty Research and Academic Production Support Program – Propesquisa

Propesquisa was adopted at EBAPE in 2000 and became a pioneer in Brazil due to its innovative design and operationalization. Since then, the program has had a positive impact on scientific output by EBAPE faculty. Over the years, Propesquisa has been gaining more and more credibility, thanks to its rigorous criteria and processes in faculty assessment and research support. Propesquisa’s purpose is to generate quantitative and qualitative improvement in research and publications by EBAPE faculty. Each year, the program sets aside a specific amount of resources towards financing research and encouraging professors to publish material. In addition, it aims to allow more commitment to research, which generates new evidence, new approaches and new methods that are ultimately employed as foundations for a more up-to-date, critical and profound education.

Research tracks:
• Behavioral Sciences and Decision-Making

This track consists of an interdisciplinary group of professors whose main objective is to understand how individuals make decisions in contexts that are relevant to businesses and governments.
• Management and Organizations
This research track aims to understand management phenomena in organizations in the public and private sectors. Topics discussed in this track include the theory of organizations, competitive strategy, internationalization, governing and control, organizational culture and management processes.

• Institutions, policies and government
This track comprises the study of political institutions, public policies and government through a comparative perspective. The fundamental issue discussed in this track is: how and when do political institutions influence results relative to government, policy formulation and public policies? Professors use theoretical and methodological tools of compared political economics to investigate the workings of political institutions, political systems and the process of policy formulation, as well as related effects on public policies and economic performance.
PRME COMMITMENTS: FGV/EBAPE PERFORMANCE

FGV/EBAPE follows PRME Commitments through constant innovation in its academic activities.

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.

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.

Principle 3

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

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.
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 jointly explore effective approaches to meeting these challenges.

Principle 6

Dialog: 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.

Since these principles complement each other, their adoption is carried out jointly; their content is present in all educational activities at FGV/EBAPE, which are exposed here.

PRODUCING KNOWLEDGE

Knowledge production activities that emphasize sustainability values are encouraged through inclusion of specific courses in undergraduate programs, research tracks that allow them to evolve, as well as internships and participation in activities in companies and institutions. These are meant to integrate internships, teaching and research with values of environmental protection, administrative probity and social responsibility.

Consequently, there is integration of efforts towards developing a spirit of sustainability among students. Here are the main actions in this sense:
ACTIONS TOWARDS DEVELOPING A SPIRIT OF SUSTAINABILITY, INCLUDING COURSES RELATED TO SUSTAINABILITY IN THE UNDERGRADUATE PROGRAM:

ENVIRONMENT-RELATED COURSES:

The Undergraduate course in Administration has a strategic strength that contributes to the achievement of goals related to PRME Principles: the inclusion of courses that are strongly related to deepening sustainability values, which, besides their scientific contents, possess a striking ethical aspect.

The choice for an early focus on undergraduate education stems from the profile of students on this educational level. We believe this content must be taught from the very first time students have academic activities. This guides them to prioritize these values over professional paths and their subsequent positions in the job market. For these reasons, courses have been created with these specific goals in mind:

ENVIRONMENT POLICIES AND MANAGEMENT

The main sustainability course is based on the study of responsibility, tools and public institutions of environmental control and business behavior that foster preservation. The 60-hour required course is taught in the third semester and comprises the following contents:

BRAZILIAN CHALLENGES IN SUSTAINABILITY

This is a 60-hour required course created in the second semester of 2012 and repeated in all subsequent years. The aim is to study recent changes in Brazilian environmental laws and their impact on productive activities within the country, as well as the 2012 Rio + 20 UN Conference held in Rio de Janeiro. The creation and maintenance of this course is meant to foster critical thinking and participation among students. The course tends to broaden related skills and interdisciplinary content inherent to key environmental issues. The following are key topics discussed in the course:

Brazilian and international commitment to sustainable development: the concept of sustainable development; the construction of international environmental law from UN Development Conferences; the commitments accepted by States toward sustainable development; the inclusion of civil society in the search for sustainable development; political, economic and environmental implications of the Rio + 20 Conference.
The transposition of sustainability law in Brazil: public policies; legislative modifications; environmental responsibilities; challenges for civil, administrative and criminal responsibilities; the national environmental scenario relative to the economy; environmental matters and infrastructure investments: energy, transportation, industry, agriculture. Sustainable consumption and post-consumption responsibility; urban environmental issues.

OPERATIONS AND REVERSE LOGISTICS

This elective 60-hour course plays a major role in training students to implement reverse logistics, a key component in observing the National Policy of Solid Waste. In 2010, Act 12,305 was passed in order to put this Policy in place and state its principles, goals and instruments, as well as directives relative to integrated management and management of solid waste (including hazardous ones), responsibilities from producers and public authorities, and applicable economic tools. Thus, administration training must include material on new environmental obligations of companies and public authorities, with a focus on the operational level. The contents follow below:

Reverse logistics, including general and specific aspects relative to reverse channels in supply chains that characterize the current competitive environment in the market. Logistics as a management concept that influences competition. New business opportunities stemming from the new legislation. Foundations of the new legislation. Causal factors of development and implementing reverse processes. How to face related difficulties. Broad perspectives on the new legislation in Brazil and abroad.
COURSES RELATED TO PUBLIC AND PRIVATE PROBITY IN ADMINISTRATION

The second aspect of education that is related to the PRMA commitments is one that institutes a profound debate on professional and personal ethics. The sustainability field sees corruption and lack of transparency as undesirable obstacles. In order to have sustainable actions, one must go beyond environmental rules. Future administrators must be aware of their civic responsibilities.

Thus, EBAPE offers the following courses in the domain of ethics and administrative probity:

PUBLIC POLICY AND BIDDING

This is an elective 60-hour course that aims to bring business relationships between companies and the government together. The course program is divided in two parts: the first part is aimed at demonstrating the role of government in the offering of public policies designed to meet the rights of citizens, which are key to reducing social inequalities; the second part is aimed at getting students better acquainted with the business environment within the government, so that complex bidding rules are understood and coped with. Future administrators who take the course are supposed to do business in an ethical manner. The contents are the following:

Constitutional principles of Public Administration; public policies; State intervention in the public domain; Principles applied to biddings; Bidding agents and administrative acts; the internal phase of biddings; direct hiring; bidding modalities; the external phase of biddings; administrative contracts; control organizations, modernizing the business-state relationship; contract flexibility; public-private partnerships; types of partnership. Contracts without legal definition.
INTRODUCTION TO SOCIAL SCIENCES

Right after starting the undergraduate course students face the first enforcement of the most important social values as a blueprint for social action. This is a required course that lasts 60 hours and includes an intense debate on the use of power and the creation of society values and interests. The contents are the following:

Common sense and sociological perception: opinions and concepts; concepts of power, authority, norms and standards, ethnocentrism; hierarchy and equality; the secularization process (of values, of politics, of economics); the appearance and legitimization of interests; values as guides to social action.

POLITICAL SCIENCE

This is a required 60-hour course whose objective is to get students acquainted with the whole democratic system of power constitution. The process of government decision-making, which is crucial to reducing social inequalities and developing the country economically, is included. The contents are the following:

The election system; the political regime; the system of government; Legislative Power organization; decision-making types; the constitutional election system; Executive powers.

CULTURE AND SOCIETY

This course’s major contribution, besides its strong humanist content, is the study of factors that lead to social exclusion in the civilization process and inclusion proposals that are adopted as public policies towards social sustainability. This is a required 60-hour course that is offered in the third semester of the sophomore year. The contents
are the following:

Individuality as a historical construction and a new pattern of social and cultural relationships; modernity as the adoption of cultural and civilizing processes that are distinct from conceptions and approaches from the pre-industrial period; the appearance of a new type of individual and collective subject: the bourgeois lifestyle as a civility ideal; the implications of civilizing processes: inclusion and exclusion frontiers.

**INTERPRETING BRAZIL**

This is a required 60-hour course with a strong historical characteristic. It is offered in the fourth semester and comprises a critical review of the main milestones of socioeconomic evolution in Brazil. Its existence is crucial for student training in the sense that future administrators must understand the origins of the present realities and possess a sound perspective on the Brazilian reality relative to social values. The contents are the following:

Building the Brazilian empire and the nation’s origins; the 1870 generation and the “new idea gang”; interpreting Brazil at the turn of the Twentieth Century; nature, the badlands, civilization, cosmopolitanism; “sanitarista” thought; the 20s and the construction of modern Brazil: between tradition and vanguard; the search for matrixes and the “roots” of Brazil: the big house and the slave house; the meaning of colonization; cordial Brazil; authoritarian nationalism; postwar paths: the economic planning controversy, clientelism, “coronelismo” and “mandonismo”, public administration and development paths; the economic construction of Brazil and developmentism; military thought: between security and development.
FGV/EBAPE-ALCOA SUSTAINABILITY LABORATORY PROJECT

Articulating internship activities with classroom teaching is a goal that has been enhanced by the introduction of a Sustainability Laboratory. FGV/EBAPE has begun a partnership with the multinational company ALCOA to select interns for the ALCOA unit in Juruti, in Pará State.

This ALCOA branch in Juruti focuses on mining and primary bauxite processing. It began operations in September 2009 and counts on a 700 million-metric ton reserve; this is one of the world’s biggest bauxite reserves. Since this is an activity of high social and environmental impact, operation conditions and the company’s relationships with the society around it are extremely interesting material for students. Their experience with ALCOA generates excellent opportunities to witness matters of social and environmental sustainability.

Indeed, participating students have the opportunity to follow issues related to environment licensing, impact and mitigation, besides being able to interact with civil society in Juriti and observe the values that guide the relationship between the company and society.

It must be noted that this activity requires participating students to stay in Juriti; this is due to the enormous distance between that location and Rio de Janeiro, where FGV/EBAPE is located.

The internship’s first cycle occurred between 06 and 31 January 2014, and included a schedule compatible with Brazilian legislation and defined according to the Internship Commitment Term. Selected students worked on the following ALCOA projects in Juruti:
1. Sustainability practices x business (how to reconcile local investments in sustainability and make the productive operation viable in economic terms).

2. Sustainability management in the region (how to communicate and present company sustainability practices to the local community).

Two students were selected from the undergraduate program. They received a stipend, meals, accommodation, insurance against personal accidents, transportation from Rio to Juruti and to São Paulo, where they got trained on specific company procedures. In order to prepare students for specific environmental and social questions, there was a preparatory course at EBAPE itself, whose content was about ALCOA’s Juriti activities. The selected students wrote a report to share their experiences. CASE ALCOA’s social and environmental perspectives will be included in the Brazilian Challenges in Sustainability course. This will lead to sustainability premises being applied to study and academic debate among other business students.

It is also worth mentioning that this activity has led to a better perception of environmental and social issues: the Juriti society, its relationship with the company, as well as its survival and autonomy conditions were important points for the interns. The key idea is to make the most socially important factors part of the practical dynamics, and to complement the learning of environment courses taught in the Administration Program.
After this first edition a new application process was launched to recruit students for a similar program in the ALCOA unit in São Luiz, the capital of Maranhão state. The 2014 process is now in progress, which means a continuity of the Sustainability Laboratory with another learning opportunity for EBAPE students.

**EXTENSION ACTIVITIES TOWARDS EXPERIENCING VALUES:**

*Mare Project*

FGV has agreed on a partnership with the NGO Observatório de Favelas ("Favela Observatory") to develop joint research. Observatório de Favelas is a social research organization dedicated to producing knowledge on favelas and urban phenomena, and is headquartered in the Mare shantytown complex. This is a community that includes a number of favelas and housing projects with more than 130,000 people – the biggest in Rio de Janeiro. The presence of public policies increased from 2003. There is a strong emphasis on projects for the collective spaces. The first project in this partnership will be a laboratory implemented by FGV/EBAPE’s Center for Behavioral Research. The initial studies aim to better understand the processes of financial decision-making and action among Mare residents. This is meant to support the development of microfinance products. The computer laboratory will also be available for educational activities carried out by the Observatory, including classes taught by the Popular School for Critical Communication (Espocc), which targets favela residents and working class spaces in Rio de Janeiro. The same laboratory may be used in the future for experimenting in other fields, such as disease prevention and population service policies.
FGV ENACTUS TEAM

Another relevant academic initiative was the introduction of the FGV Rio ENACTUS Team. This is a group made up of students from FGV schools who represent FGV before the ENACTUS NGO. This organization partners with businesspeople and the academic community to promote social power that empower local communities. In other words, it seeks to combine the expertise of successful individuals with student initiative in order to develop communities in a sustainable way. The team mobilizes every FGV school and engages Economics, Law, Administration, Mathematics, Social Sciences and History students. EBAPE students actively take part in this initiative and work directly with poor communities in Rio de Janeiro to develop social sustainability projects.

The FGV/ENACTUS team aims to promote equal opportunities in Rio communities that are socially disadvantaged. It does so through the expertise and skills of FGV students that work on Education and Sustainable Entrepreneurship projects which unite companies, the government and the academic world with the goal of empowering the aforementioned communities.

An educational project aimed at small business entrepreneurs was carried out in 2012 and 2013. The idea was to help those businesspeople to manage their financial, marketing and strategic affairs. During that period the course was taught three times. The average attendance was 20 entrepreneurs each time. In addition, we should highlight one of the first FGV ENACTUS team projects, which involve the administrative reorganization of a sewer association in the Cantagalo Hill community. This association needed to manage their finances more efficiently and find a strategic direction for their sales. This support lasted about two years. EBAPE has also carried out several projects meant to promote the development of social sustainability activities; it has created a forum for faculty, communities and students to debate society’s problems and needs, called CONECTA.
The FGV ENACTUS team is constantly renewed; this opens the possibility of continuous participation by students. The initiative was created to make them aware of Brazil’s social inequalities and, at the same time, to engage them in projects that promote equal opportunities.

PRME COMMITMENTS: ANTICIPATING FUTURE STEPS

EBAPE’s first aspiration and essential commitment is to broaden and deepen sustainability practices in education. Firstly, the aim is to keep all tools and initiatives already in place and enhance them. After that, there are steps that allow these actions to be improved in teaching, extension and research. Indeed, the topics below comprise five concrete initiatives that cohere with PRMA principles and are planned to be implemented in the next 24 months. FGV/EBAPE reaffirms its adhesion to PRME Principles in continuing current projects and broadening efforts toward these new initiatives:

1) Creating the FGV/EBAPE Permanent Sustainability Forum

Creating and maintaining a permanent academic space for events, activities and incentives to academic production is an important step to boost the sustainability debate. An organizational structure that is specifically created to further this aim will make it possible to adopt it as an institutional policy. The forum is going to rely on professors, researchers, students from different programs, partners and collaborators, allowing combined efforts and building up information on institution activities.
2) Including sustainability topics in every semester, in undergraduate courses

Another key step is broadening interdisciplinary thought on themes inherent to sustainability. Besides keeping courses whose topics are closely related to environmental issues, administrative probity and social matters, it is important to include sustainability themes that are relevant to administration courses. Thus, our objective in the undergraduate program is to maintain the sustainability debate in evidence through student involvement. This means that at least one related course will be maintained in the curriculum each term. This way, sustainability is going to be a permanent theme in student activities.

3) Including sustainability topics in courses of each graduate program

The continuity of interdisciplinary courses at FGV/EBAPE includes sustainability topics in the curricula of all graduate courses. This allows the debate to continue and encourages scientific output in the field of administration.

Future steps include highlighting this topic in at least one course of each program to encourage further studies and debates.

4) Encouraging theoretical production in the field of sustainability

The FGV/EBAPE Permanent Sustainability Forum brings specific incentives to scientific output, especially research activities. The aims are to catalog related projects, to encourage environment-related projects and programs, and to promote initiatives that foster probity or a reduction of social inequality. The idea is to bring a visible increase in scientific studies on sustainability.
5) **Broadening partnerships toward joint sustainability activities**

Although FGV/EBAPE already relies on a culture of dialog shown in its national and international relationships, it aims to establish new relationships with public institutions, companies and NGOs to broaden the spectrum of counterparts in sustainability debates. We aim to provide the academic community with a debate that includes distinct perspectives from different social agents that play relevant roles in the evolution of social and political practices. We aim, therefore, to broaden the partnerships and collaborations with these entities, which means carrying out joint events and academic activities.

**CONTACT**

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