ISAE
Brazilian
Business School

sustainability REPORT 2022

base year 2021

ISAE
Brazilian
Business School

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ISAE
Escola de Negócios

CHAPTER 1

Words from our Chairman

In 2021, ISAE celebrates a substantial milestone: the inauguration of the new headquarters in Curitiba, on the eighth floor of Shopping Estação. The space was designed to keep up with the changes brought about by the Coronavirus pandemic and to help us project ourselves into the future, which will be incresingly more digital, shared and co-created. For our public, the new headquarters provides the benefits of being in one of the main business addresses of the capital of Paraná. For us, we have the convenience of the infrastructure managed by BRMALLS, which aims to use resources in a more sustainable way.

With the new headquarters, the year was structured for our return with a hybrid approach. Even with remote management, we kept employees very close. Monthly meetings were held to monitor goals and results, as well as training and chats on well-being and mental health. For our return, the team was trained by the Getulio Vargas Foundation (FGV) to adapt to safety protocols. It was with FGV that we also trained our professionals to comply with the General Data Protection Law. With our employees prepared, we started our face-to-face classes and the hybrid education system. We have greatly invested in technology and expanded our operations, mainly in corporate programs.

Our customized programs for cooperatives and companies, in 2021, reached eight Brazilian states. We have seen the number of online students grow significantly and a new teaching modality to establish itself at ISAE. For us, online is 'on-live' and this awakening also occurred at our ISAE Brazil College. The technological course of Cooperative Management has been consecrated as a true success. Among the challenges pointed out, there is the reestablishment of the attendance of students in the face-to-face modality and the implementation, in 2022, of programs that encourage gender equality and diversity in the institution.

Working towards reducing inequalities and forming globally responsible leaders, Perspectivaction (our program to develop personal and professional skills of our students) has carried out more than 150 activities and has remained one of the best-rated programs in our history.

Our engagement with sustainable development was present in our Communication, Marketing Planning and our Educational solutions, which have been developed in alignment with the Sustainable Development Goals (SDGs). In addition, we work the SDGs on agendas with the press, in our social networks and in academic research, with our Professional Master's program in Governance and Sustainability.

On our commitment and social engagement, the 18th edition of the Sustainability Report is the expression of our commitment to transparency with international UN initiatives, with which we are signatory, such as the Global Compact and the Principles for Responsible Management Education.

Regarding our partnerships, 2021 brought along important articulations, both public and private, nationally and internationally. We strengthened our relationship with PRME by holding the CR3+ international conference and promoting the continuity of virtual academic exchanges among signatories from five countries, in the BSIEM program. With the Global Compact, we remained working in the 'Brazil Network' by participating in the Integrity Committee and being among the founders of the Brazil Network Institute of the Global Compact.

The year 2021 posed further challenges in the face of the Coronavirus pandemic, new lessons and achievements. We remain engaged with the Global Agenda and in the development of leaders capable of bringing up-to-date solutions to the market, predicting the obstacles of future scenarios.

Have a good read!

Norman de Paula Arruda Filho
Presidente do ISAE

CHAPTER 2

Institutional

Founded in 1996 with the objective of offering opportunities for executive education in the south of the country and for Mercosur through the programs of the Getúlio Vargas Foundation (FGV) ISAE, in 2021, renewed and adapted itself, as well as inaugurated a new headquarters. All of that without losing its essence: to be a reference business school in transformative education, innovative solutions and sustainable results.

Mission:
To inspire people and organizations to build sustainable legacy.

Vision:
To be a reference Business School in transformative education, innovative solutions and sustainable results.

Values(GISELE):
Governance,
Innovation,
Sustainability,
Ethics,
Leadership and
Entrepreneurship.

ISAE is partners with FGV, one of the largest educational institutions in the country, a reference center in research, teaching and extension.]

ISAE has headquarters in Curitiba, Ponta Grossa and Londrina. Over its 25 years, it has graduated more than 40,000 students and reached, in 2021, the milestone of eight states with its corporate programs.

Infographic with students distributed in various regions of the country

Programs Offered by ISAE and FGV:

- **Short and Medium Duration Courses**
- **In Company – Corporate and Cooperatives**
- **Graduation**
- **Masters**
- **Post-graduation / MBA**
- **International Modules**

International Partnerships

ISAE at the UN

ISAE was one of the first higher education institutions to join the Global Compact in 2004. In addition, the Institution was part of the task force that created the Principles for Responsible Management Education, PRME, with guidelines that drive the management of more than 800 business schools around the world.

PRME
Principles for Responsible Management Education

PRME

The Principles for Responsible Management Education (PRME) is an initiative backed by the United Nations (UN). Based on six principles, PRME was founded in 2007.

Objective: To allow executive education of leaders become better aligned with sustainability and the Sustainable Development Goals.

Principles: Purpose; Values; Methodology; Research; Partnerships and Dialogue.

UN GLOBAL COMPACT
Rede Brasil

Global Compact

ISAE has been a signatory to the Global Compact since 2004. In 2021, ISAE joined the Integrity Commission of the Global Compact, represented by its chairman Norman de Paula Arruda Filho.

The Global Compact is the largest initiative for corporate sustainability in the world. It has approximately 14,000 members distributed in 70 local networks, dispersed in 160 countries.

In 2020, ISAE became one of the founders of the Brazil Network Institute, part of the Global Compact and in 2021 was appointed to the Corporate Governance Committee, also represented by its chairman.

The Global Compact encompasses 10 principles related to Human Rights, Labor, the Environment, and Anti-Corruption measures.

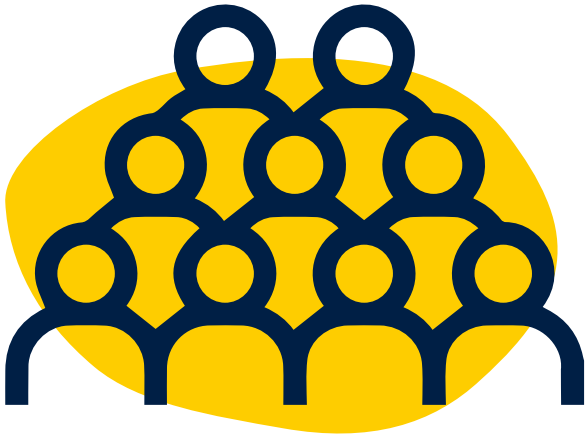
THE GLOBAL GOALS
For Sustainable Development

SDGs

The Sustainable Development Goals (SDGs) make up a global agenda adopted during the United Nations Summit in September 2015. The SDGs is comprised of 17 goals and 169 targets.

Profile

Students



3371

students in 2021

In 2021, even with the suspension of face-to-face classes due to security protocols to contain the Coronavirus pandemic, ISAE had a significant increase in the number of students in online MBAs, both in open and in-company programs.

Chart 2 – T31 – Total Student Number by Product Type

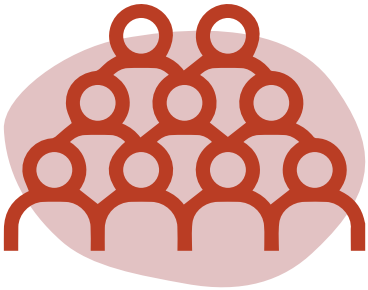
NUMBER OF STUDENTS SUMMARY			
Product Type	**Product Family**	**2020**	**2021**
Open	GBA	179	52
Open	Undergraduation	42	341
Open	MBA	2.101	1.028
Open	Online MBA	150	243
Open	Masters	52	40
In Company	GBA	1.071	1.362
In Company	MBA	118	305

T31. a

Percentage of students by gender

Product Type	Product Family	ND	F	M
Open	GBA	0%	44%	56%
Open	Undergraduation	0%	50%	50%
Open	MBA	0%	34%	66%
Open	Online MBA	0%	37%	63%
Open	Masters	0%	40%	60%
In Company	GBA	17%	42%	42%
In Company	MBA	5%	46%	50%

Employee profile



61% women

39% men

Profile of full-time teachers

80% men

20% women

Profile of part time teachers

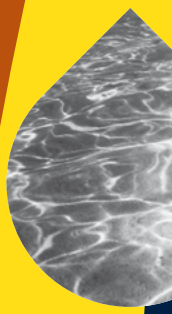
(active in the ISAE Talent Network)

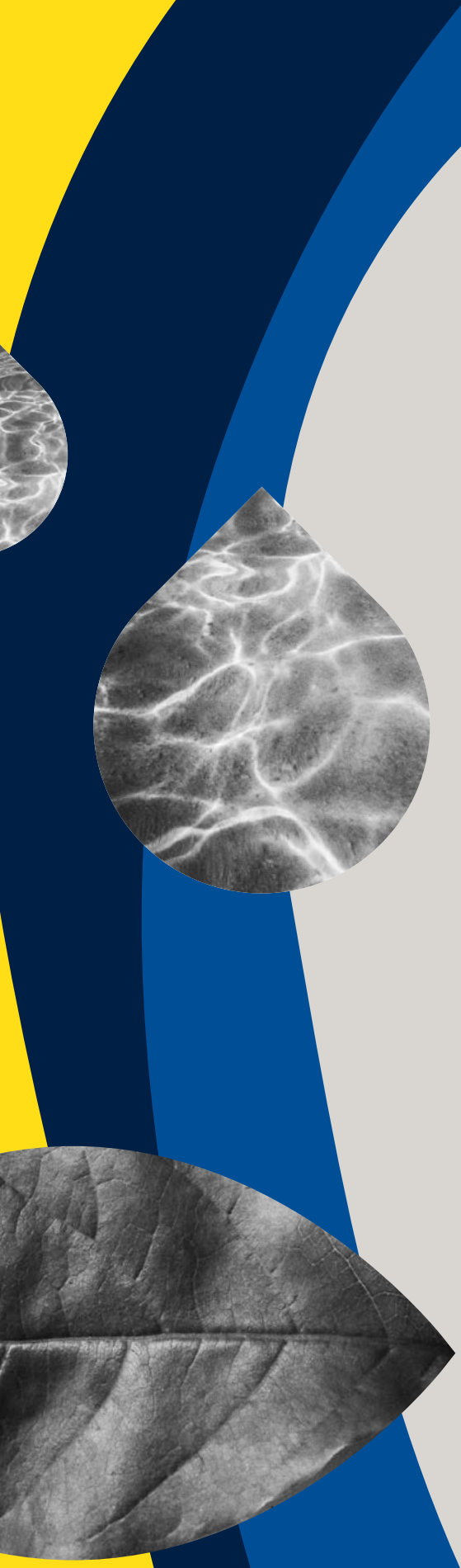
68% men

32% women

CHAPTER 3

Report Methodology





ISAE uses the University Social Responsibility Indicator System (IRSU in Portuguese) – an advanced level for its annual report since 2019.

The IRSU are 181 indicators that correspond to international reporting models such as the PRME Sharing Information On Progress (SIP), Global Compact Communication of Engagement, Global Reporting Initiative (GRI) and the Sustainable Development Goals (SDGs).

[A working group of the Latin America Chapter of the PRME created the indicators in 2008].

In 2021, ISAE presents its 18th Sustainability Report, with the main benchmarks of performance in the IRSU considering the social, environmental and governance aspects in the period from January to December 2021.

To facilitate reading, the document is divided into chapters that bring the institution's profile, engagement actions, impact on stakeholders, sustainability strategy and indicators divided into five dimensions. Each dimension identifies the indicators through numbers and acronyms, which facilitates their identification and correspondence, which may be viewed in the Index.

All the data presented here has been compiled by the Sustainability Area, responsible for the elaboration of the Report, with the support and engagement of all sectors involved.

Should you have any questions or need more information about this Report, please send an email to:

sustentabilidade@isaebrasil.com.br

CHAPTER 4

Dimensions of the Strategy

Leadership and Institutional Strategy

> Indicators L1 to L35

In 2021, in the midst of the Coronavirus pandemic, albeit considering the empirical aid from vaccines, ISAE inaugurates its new base in one of Curitiba's main business addresses, Shopping Estação.

In a partnership with BRMALLS, one of the largest mall administrators in Brazil, the space symbolizes ISAE's new modus operandi: more collaborative, with incentives to exchange learning experiences, connections and strengthening networking among students, employees and faculty.

Throughout the year, ISAE maintained teaching in the on-live modality, characterized by synchronous and asynchronous virtual classes. The employees worked on a hybrid work regime. The inauguration of the new headquarters is part of the Business Enhancement project. In order to consolidate a culture of protagonism and sustainable results, with a focus on the client, ISAE invests in digital transformation and in the generation of value experiences for students.

The process which began in 2020, ISAE On-live, was the institution's definitive entry into the Online Education market. Classes are synchronous and asynchronous virtual, being:

- **Synchronous:** modality in which the teacher transmits his class live, through the Zoom platform.
- **Asynchronous:** the content (tasks, questionnaires, texts, videos, links, etc.) referring to the subject is made available within the student's platform.

ISAE On-live, whose process began in 2020, was the definitive entry of the Institution into the 'e-learning' market.

ISAE On-live is based on the four fundamental learning principles of Professor Jacques Delors for UNESCO:

1. Learn to Learn

2. Learn to Do

3. Learn to Live Together

4. Learn to Be

Nova Sede do ISAE Curitiba

Operation Management

> Indicators AE01 to AP05

The location of the new headquarters in a shopping mall provides ISAE with more sustainable and economical resource management. Students and staff have a large food court, parking and security. In relation to the operation management, the advantages are:

Energy Matrix:

Shopping Estação purchases electricity in the free market, at a better price, and offers it to its members.

Water Resources:

An artesian well is used for the consumption of water.

Waste Management:

Shopping Estação allocates organic and recycled waste to companies that act in accordance with correct disposal and waste management.

In 2021, although ISAE's carbon footprint decreased due to the suspension of physical classes, there were no significant emission measurement and management mechanisms.

Well-being, mental health and face-to-face return of staff

ISAE employees telecommuted 100% of the time until September, when the hybrid work regime was established. The advance of vaccination for Coronavirus strongly favored this decision.

To prepare its employees for face-to-face return and ensure mental well-being during another year of pandemic, the Institution invested in training, promoted chats with specialists and came up with a communication channel.

The Getulio Vargas Foundation was responsible for the training. The topics covered were:

- Safety Protocols for face-to-face interactions;
- Adequacy of infrastructure;
- Communication with stakeholders;
- Assistance to teachers;
- Hybrid room training.

In addition to training, focusing on the well-being and mental health of employees, the People and Culture sector held virtual chats on the topics:

- COVID-19 and the new variant;
- 'Slow down so you don't freak out!';
- The importance of good nutrition in productivity;
- Impostor Syndrome;
- Learning Agility.

Although physically distant, the proximity and synchrony in communication with employees was guaranteed by monthly board meetings with the ISAE team and the new internal communication channel: ISAE Tunes.

ISAE Tunes In is a general staff group on WhatsApp, with voluntary participation, which aims to pass on relevant content to employees quickly and reliably.

Adequation to the General Personal Data Protection Law (LGPD)

All ISAE employees participated in the training "LGPD - Introduction to new legislation", carried out by the Getulio Vargas Foundation on the General Data Protection Law and the Internet Civil Framework. In addition, from 2021, ISAE began to make its ISAE Privacy Policy available to stakeholders. It indicates the rules for the collection, storage, processing and sharing of personal data of the holders, including the registration of the activities carried out, meeting the requirements of the laws in Brazil:

https://isaebrasil.com.br/politica-de-privacidade/

Returning to the Classroom

In September, a symbolic celebration was held with employees, directors and counselors, which marked the new stage of ISAE and officially presented the physical space of the new headquarters in Curitiba for the return of face-to-face classes.

Face-to-face tours were carried out, with small groups of collaborators, safely and without agglomerations. A new chat was also held about the main procedures for face-to-face work, COVID protocols, hybrid classes and others.

Returning to the Classroom in Curitiba headquarters.

Returning to the Classroom in Curitiba headquarters.

Package of preventive measures for business sustainability in 2021:

- Strategic review and targets for 2022;
- Processes automation;
- Distance management;
- Staff telecommuting 100% of the time until September 2021;
- Beginning of hybrid work in teams;
- Labor negotiations in agreement with the Union of Employees in Recreational Cultural Entities of Social Assistance, Guidance and Vocational Training in the State of Paraná - SENALBA-PR and the Union of Higher Education Teachers of Curitiba and Metropolitan Region - SINPES;
- Adjustment in working hours and remuneration until August 2022.

Education
> Indicators T1 to T37

ISAE believes that transformative education goes far beyond theoretical teachings in the classroom. It must arise from understanding the personal and professional challenges of each student to develop skills that enable them to make decisions and implement solutions to current and future questions of the global market.

The success of corporate programs

In 2021, ISAE wrapped up important projects initiated in 2020, such as: Innovation Program of Cooperativism in the state of Paraná; Innovation Program of Cooperativism in the state of Goiás; Espírito Santo, Bahia, Rio Grande do Sul and São Paulo, as well as the two classes with OCB (Organization of Brazilian Cooperatives), in the Federal District.

In addition, the Institution expanded its operations and closed the year with active programs (Medium Duration GBAs, Short Duration GBAs, Workshops, Lectures, Consultancies and various other types of products built to measure the needs of each client) in eight states: PR, DF, GO, BA, RJ, SC, ES and RS.

In total, 263 disciplines were offered in company, of which 27 disciplines related to sustainability.

In all corporate programs of the institution, coordinators and teachers were invited to indicate adherence to the themes and syllabus in relation to the Sustainable Development Goals and how this was explored within each discipline.

Below are the most addressed SDGs within the ISAE programmes:

4 QUALITY EDUCATION

8 DECENT WORK AND ECONOMIC GROWTH

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

11 SUSTAINABLE CITIES AND COMMUNITIES

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

To complement the year, ISAE delivered to the OCB a broad research focusing on trends for cooperativism in the upcoming years, demonstrating our institutional relevance on the subject.

2021 was the year that ISAE explored new products and markets by marketing Online Education (EaD) content. In 2022 we prospected new national opportunities, one of which is a new cycle of the Innovation Program in Rio de Janeiro, in addition to bringing ISAE courses and training to the northeast region.

All medium- and long-term ISAE programs launched in 2022 will have as their first subject the Learning Agility discipline, in an exclusive format developed by ISAE, focusing on an intense experience of self-knowledge and strengthening of learning and action mindsets.

ISAE Brazil College

In February 2021, the first Technological Graduation for Cooperatives took place, developed by the ISAE Brazil College, in the modality of Online Education (EaD).

"The course in Cooperative Management is a response to market demands and a result of the strong and long relationship we have with the sector. It presents a new teaching format in a new classroom. A disruptive model that prepares, in just two years, professionals to work in the cooperative universe".

Norman Neto -
Director of ISAE Brazil College

With the graduation in Cooperative Management, in the Online Education (EaD) modality, the ISAE Brazil College had an increase of more than 700% in the number of students enrolled.

Communication and Marketing

Guided by transparency and commitment to the dissemination of the SDGs appointed as priorities in the consultation with the stakeholders, ISAE worked actively with the national press media, giving out suggestions of articles and agendas; it also created communication channels for students and shared knowledge through marketing campaigns on their social networks.

Relationship with the press:

25 articles/releases related to the SDGs have already obtained more than 100 publications in media outlets.

New Forms of Communication:

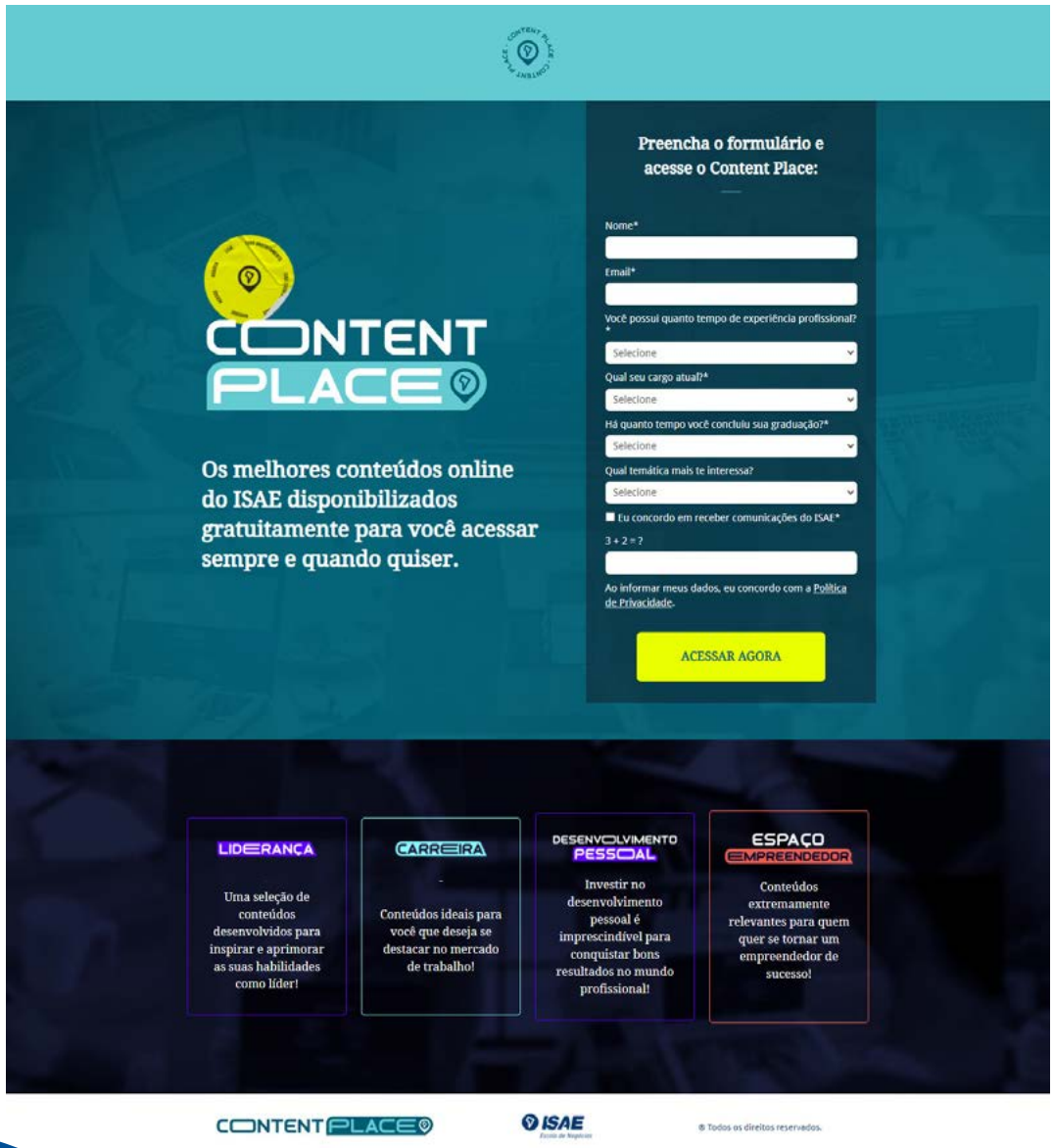
Content Place

Content Place is a platform that brings together free content, addressing:

- Leadership;
- Personal Development;
- Career;
- Entrepreneurial Space.

To access, the user must register using the link:

https://conteudo.isaebrasil.com.br/content-place



ISAE Coop Portal

The ISAE COOP Portal is the newest ISAE content platform and in it, the student has access to news, trends, management models and opportunities of Brazilian cooperativism.

To access, the user must register using the link:

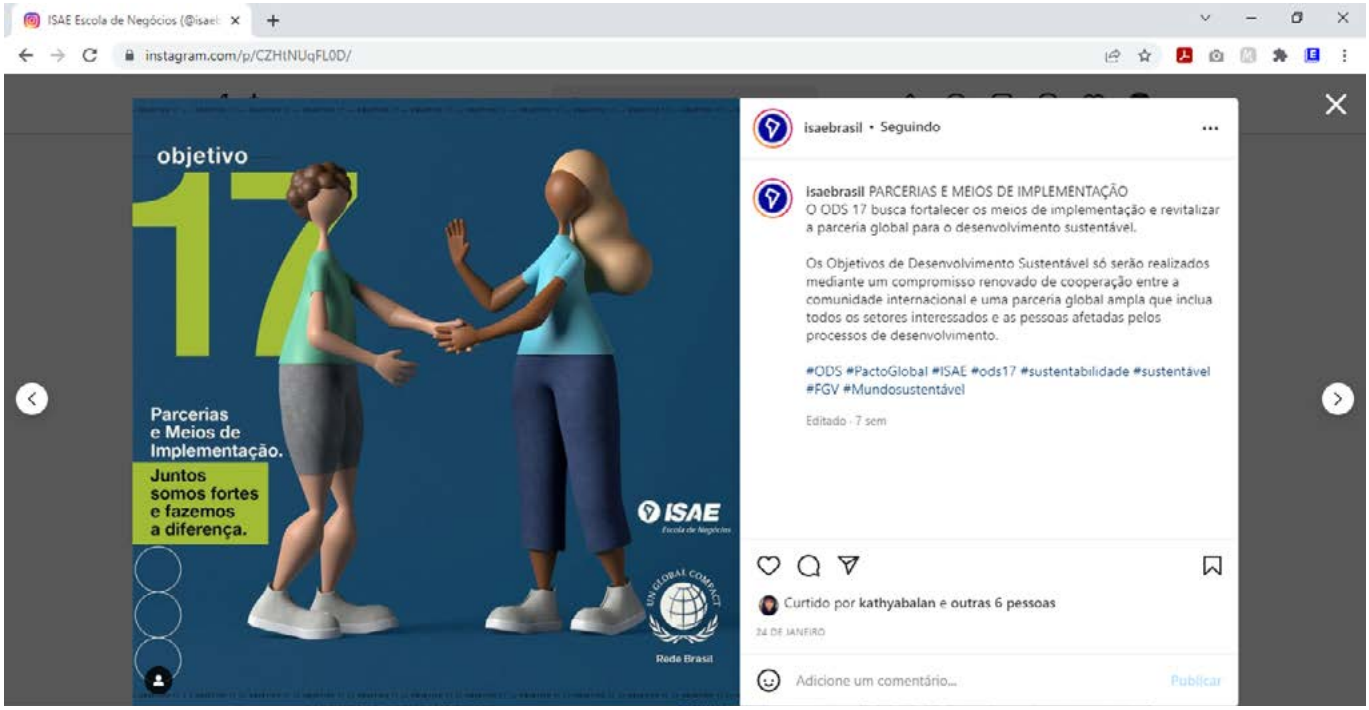
https://conteudo.isaebrasil.com.br/pagina-portal-isae-coop

Marketing Campaigns

Throughout the year, 16 Marketing Campaigns were carried out on the institution's social networks alusives to the Global Agenda and the SDGs.

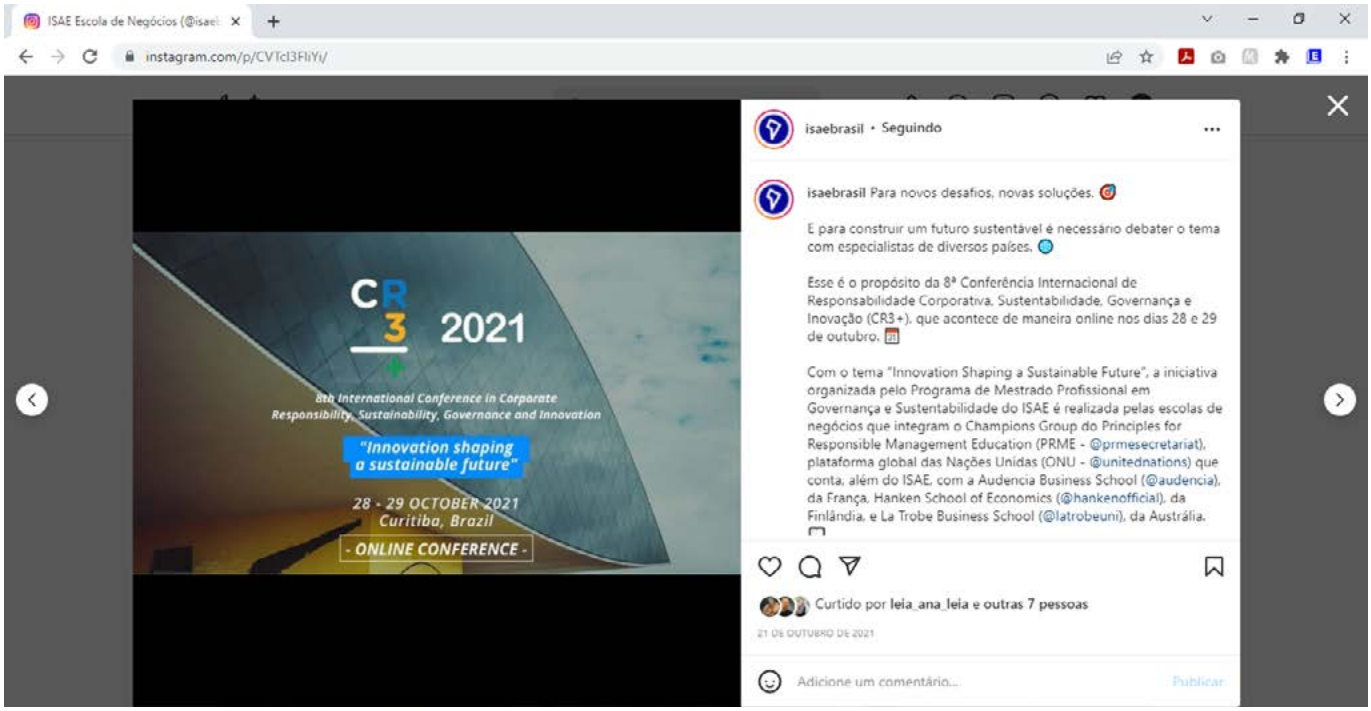
Some of the Campaigns:

1. Support for the '17 SDGs' Campaign carried out by the Global Compact;



2. Workshop "SDGs and ESG: Making Business a Force for Good";

3. Support for the CR3+ 2021 "Innovation shaping a sustainable future";



4. Support for the Webinar "Social Impact in Emerging Markets";

5. Disclosures to strengthen the importance of health care as Pink October;

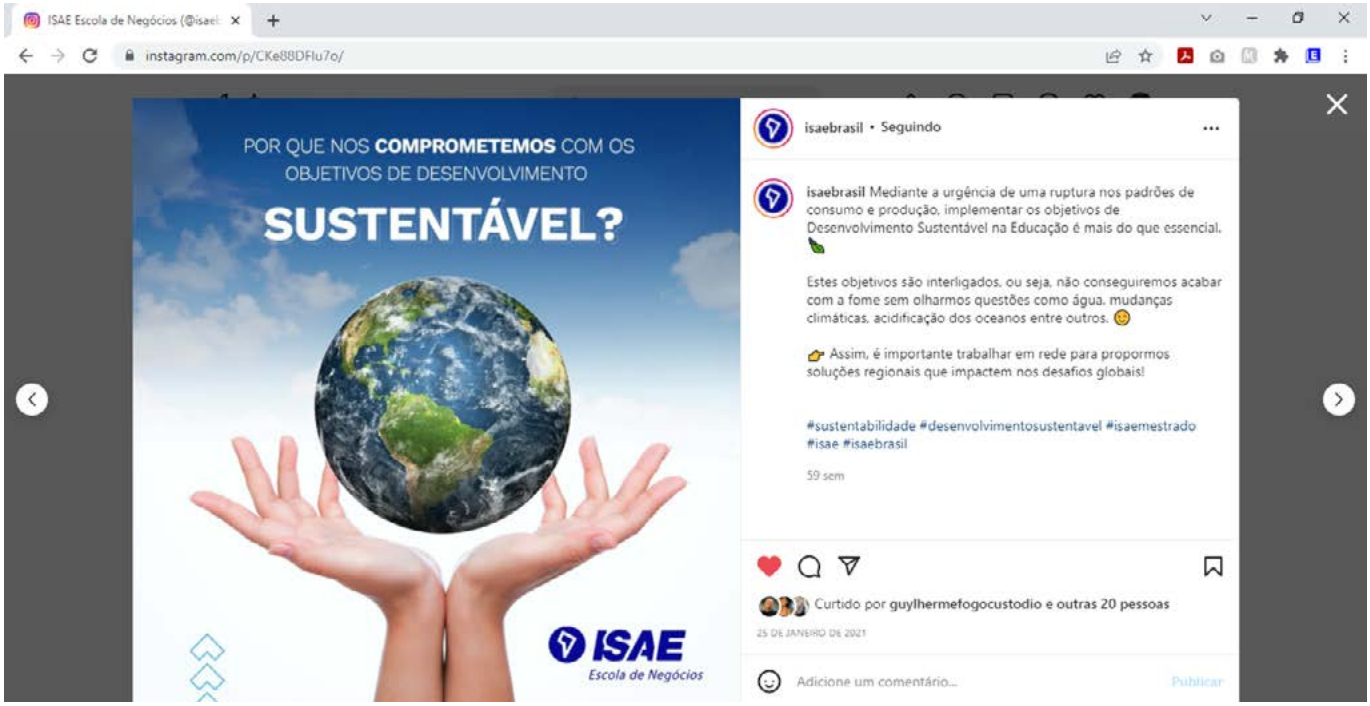
6. Blue November;

7. Black Consciousness Day;

8. "Watch 4 documentaries on sustainability and climate change";

9. "How can the practice of cooperativism be sustainable?";

10. "The DNA of cooperativism is sustainability".



Extension and Social Projection

> Indicators E1 to E27

"Perspectivaction is synonymous with transformation. A new model of educational construction, focused on the education of leaders with awareness, vision and capacity for action directed to responsible management. It indeed brings new angles, new perspectives.

One of the best rated programs in the history of ISAE, in 2021 we adapted the workshops to the on-live modality and for 2022 we will innovate with hybrid workshops."

Rebecca Giese – Perspectivaction Coordinator

Transformative education goes beyond theory in the classroom. It is about developing personal and professional skills, for the training of an all-around complete professional, with emotional intelligence, worldview and learning agility. At ISAE, the activities of Extension and Social projection are linked to Perspectivaction - an exclusive educational model, which has as vector the education of globally responsible leaders capable of facing contemporary challenges.

In Perspectivaction, students can perform activities parallel to the teaching program, correlating them to the skills developed in the classroom. It is also a solution to promote greater integration and synergy among academics, reduce their dependence on teacher articulation and stimulate the creativity and intellectual autonomy of participants.

In 2021, Perspectivaction accomplished 161 activities, with the participation of 1,279 people.

Number	Activities
83	Learning Workshops (40 new themes)
04	Workshops - Personal Development Plan
26	Coaching Services
51	Guidelines and assistance for new students

Quantity	Participations
373	students;
757	alumni;
45	employees;
15	teachers;
43	undergraduate and or cooperative students;
26	atendimentos de coaching.

Uaná Management Volunteering

Online social training in Project Management

For the second consecutive year, ISAE in partnership with PMI-PR and the Volunteer Movement of Curitiba carried out the Online Social Training Project. The Project empowers social organizations (OSCs) with vital teachings about project management with the objective of using their resources more effectively and having more fruitfulness in their actions with the community.

More than 200 OSCs signed up for the selection of the aforementioned project and 26 were selected. The realization of the project involved students, alumni and teachers from ISAE/FGV (graduate courses). The consultancies were carried out online.

OSC
Friends and People with Lupus
Rogationist Association of Education and Social Assistance
CADI Brazil
CEMUC - Women and Pregnant Couple Support Center
CIAF - Family Support Integrated Center
EPDPS - Chosen by God to Serve
Berbigier Institute of Rare Diseases
ProbEM Institute - Multiple Sclerosis
Matrix - Eduardo Notari
Recanto Esperança
Trupe do Riso

Uaná Comunidade

Social Movements

Uaná Community has assisted the NGO Chosen by God to Serve - EPDPS in two moments:

- rental of two trampolines for the celebration of Children's Day of the Acropolis Garden, in the Cajuru neighborhood, with an impact on approximately 100 people;
- donations of money collected for the purchase of 32 turkeys for the Christmas dinner of some of the families served by the NGO.

The NGO EPDPS was created in 2010, working in the Savana and Rodoferroviária communities, both in the city of Curitiba, to mitigate the social vulnerability of women and children.

Children´s Day

Women in March

ISAE supports, through the Uaná program, Women in March India for the creation of a branch from this initiative in Brazil. The Brazilian chapter of Women in March Global Sul is a social movement that aims to empower girls and women through education, fostering autonomy to confront gender discrimination and violence, income generation and sustainable development.

In 2022, the Brazilian chapter of Women in March will launch a pilot project on Integral Leadership for Women, which shall serve as a model to be replicated in India.

"What They didn´t tell us"

ISAE supports the "What They Didn't Tell Us" project by providing virtual rooms for well-being meetings for women victims of violence. The meetings are held every two weeks.

The project "What They Didn't Tell Us" is based in Fortaleza, Ceará, and acts in the dissemination of knowledge to combat violence against women.

Innovation Experience - ISAE Business

The Innovation Experience is a program offered to ISAE students and alumni who are interested in business undertake. The program aims to align and tune three points of support for the implementation of an idea:

(1) the necessary knowledge regarding current topics on innovation and entrepreneurship;

(2) practical examples and market trends;

(3) the initiative and first moves to elevate an idea from theory to practice.

In 2021, two events were held that included contents and provocations for the instigation of debates and concerns about the world of opportunities and new businesses.

During the 10 weeks of the program, 11 meetings were held with students of CLASS 01 outside class hours to prepare and structure their ideas and 17 meetings with students from CLASS 02. 14 pitches were presented with innovative solutions for the most diverse markets: hospitality, games, fashion, transportation, banking system, adventure tourism, wellness, education, communities, outsourcing, social inclusion, and social impact solutions.

Sharing knowledge:

SDGs-Related National Events:

'Ozires Silva, Chair of Sustainable Entrepreneurship'

'Ozires Silva, Chair of Sustainable Entrepreneurship and Innovation' is a collaborative network that was born by an ISAE initiative. The goal is to be a reference center, with the purpose of disseminating content about sustainable entrepreneurship and innovation. The members of the 'Ozires Silva Chair' represent Associations, Councils, Institutes, Companies, Educational Institutions and Government.

'Diálogos da Cátedra' (Dialogues of the Chair)

The Project Diálogos da Cátedra was born in 2020 with the objective of providing a moment of relaxed conversation and exchange of knowledge about Sustainable Innovation and Entrepreneurship among the members of the Ozires Silva Chair. Following the challenges of the pandemic in 2020, the Chair found that the project could expand its reach and positively influence the external community. Thus, in 2021, seven virtual events were held that discussed practices to ensure innovative and sustainable tools for now and the future.

- **O impacto da Internet das Coisas nas Cidades Inteligentes – 28/10** (in portuguese)

https://youtu.be/aQt8BdhGaBM

- **Economia Criativa e Empreendedorismo Feminino - 23/09** (in portuguese)

https://youtu.be/tIf8e9PULlU

- **Como ser sustentável em tempos de pandemia? – 31/08** (in portuguese)

https://www.youtube.com/watch?v=uyEMI1EVAkk

- **Inovação para gestão territorial sustentável: desafios e oportunidades no cenário pós pandemia – 28/07** (in portuguese)

https://youtu.be/YK5mctdktEI

- **Startups e captação de investimentos – 24/06** (in portuguese)

https://youtu.be/Pfjhxwyu-yM

- **Empreendedorismo de Impacto: a importância de validar as ideias de forma ágil – 24/05** (in portuguese)

https://www.youtube.com/watch?v=d0Hv6HE9_YA

- **O sorriso de Monalisa: Lições de Inovação na Fusão de Ciência e Arte – 29/04** (in portuguese)

https://www.youtube.com/watch?v=fWKBCqyAZPE

Apoio Institucional

- **Vamos Falar sobre LGBTFobia?** (in portuguese)

https://youtu.be/EhonARg5Fnw

- **Fashion Revolution 2021** (in portuguese)

https://youtu.be/mAT5T3v7cRs

- **Quinta com benefícios ISB Brasil** (in portuguese)

https://youtu.be/nQii4L3QCdY

Master's Degree

- **Contributions of Stricto Sensu Research Programs to Strengthen the SDGs.**

Research (Master´s Degree)

> Indicators R1 to R20

"The communication of social, economic and environmental indicators by companies constitute a mechanism of transparency. ISAE's sustainability reports demonstrate how the Master's Program in Governance and Sustainability contributes to practices that collaborate with the planet and its people, stimulating the pursuit for the ESG agenda.

The 2030 Agenda (UN Global Plan), signed in 2015, and the Environmental, Social and Governance (ESG) approach aims to envision the responsibility of educational institutions, organizations and leaders for the variety of points needed to sustain actions for sustainable development. In 2022, our expectation is to continue to offer society real solutions to its demands."

Isabel Grimm – Coordinator of our Professional Master's program in Governance and Sustainability.

The Professional Master's program in Governance and Sustainability of ISAE, founded in 2013, was the pioneer in the country on the subject and is still the only Magister to address the two themes together. The design of the program was to link academic solutions to the practical problems of the business world and society.

Area: Environmental Sciences

Area of focus: Governance and Sustainability

Since 2020, the topics of research have been divided into five Core References:

- **Core Reference on Innovation, Governance and Sustainability**
- **Core Reference on Environmental Sanitation**
- **Core Reference on Governance and New Economy**
- **Core Reference on Socio-environmental Risk and Disaster Management**
- **Core Reference on Corporate Sustainability**

Numbers:

137 graduate students (2017 to 2021), **31 of which were active in 2021** (classes 2020 and 2021)**.**

Researchers:
12 teachers 31 students
(classes 2020 and 2021)

4 participations in Research Centers with partner institutions

In 2021 were published:

18 Approved Research Projects;

5 Books

22 Book Chapters

8 Scientific Articles

1 Edition of the Scientific Journal Mosaicos

All publications adhere to the Sustainable Development Goals.

Most frequent SDGs:

8 DECENT WORK AND ECONOMIC GROWTH

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

10 REDUCED INEQUALITIES

11 SUSTAINABLE CITIES AND COMMUNITIES

13 CLIMATE ACTION

17 PARTNERSHIPS FOR THE GOALS

The ISAE Research Center has developed 12 research projects related to the SDGs, involving students from different programs such as Stricto Sensu, Lato Sensu and majors from various institutions:

Active Projects

RESEARCH PROJECT	RELATED SDGs	INSTITUTIONS INVOLVED
Sustainable Cities: Governance and Innovation	1 NO POVERTY 3 GOOD HEALTH AND WELL-BEING 11 SUSTAINABLE CITIES AND COMMUNITIES 16 PEACE, JUSTICE AND STRONG INSTITUTIONS	ISAE Brazilian Business School UFMT FURB Universidade de Blumenau UFPR Universidade Federal do Paraná
INCT (National Institutes of Science and Technology) In Sustainable Sewage Treatment Stations	6 CLEAN WATER AND SANITATION	ISAE Brazilian Business School UFMG Universidade Federal de Minas Gerais UFMS Fundação Universidade Federal de Mato Grosso do Sul UFRJ faz 100 anos 1920 | 2020 USP Universidade de São Paulo Universidade Federal do Ceará
Credit Unions: Case Study Of Credit Guaranteeing Corporations In The State Of Paraná	17 PARTNERSHIPS FOR THE GOALS	ISAE Brazilian Business School UTFPR Universidade Tecnológica Federal do Paraná

Governance and Risk Management for the Reduction of Social and Environmental Disasters: Concepts and Applications	11 SUSTAINABLE CITIES AND COMMUNITIES 17 PARTNERSHIPS FOR THE GOALS	ISAE Brazilian Business School
Tourism During The Pandemic: A Multi and Cross-Scale Analysis	17 PARTNERSHIPS FOR THE GOALS	UFRJ faz 100 ANOS 1920 | 2020 ISAE Brazilian Business School e mais 15 instituições nacionais e quatro estrangeiras
Cities and Solutions: Urban Ecossocioeconomies: Sustainable Socio-Productive Chains that Promote Territorial Wellbeing	2 ZERO HUNGER 3 GOOD HEALTH AND WELL-BEING 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE 11 SUSTAINABLE CITIES AND COMMUNITIES 12 RESPONSIBLE CONSUMPTION AND PRODUCTION 17 PARTNERSHIPS FOR THE GOALS	ISAE Brazilian Business School UFPR UNIVERSIDADE FEDERAL DO PARANÁ PUCPR GRUPO MARISTA Universidade POSITIVO FURB UNIVERSIDADE DE BLUMENAU
Education for Sustainability	4 QUALITY EDUCATION 8 DECENT WORK AND ECONOMIC GROWTH 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE 10 REDUCED INEQUALITIES 11 SUSTAINABLE CITIES AND COMMUNITIES 12 RESPONSIBLE CONSUMPTION AND PRODUCTION 16 PEACE, JUSTICE AND STRONG INSTITUTIONS 17 PARTNERSHIPS FOR THE GOALS	ISAE Brazilian Business School
Publicizing of The SDGs	17 PARTNERSHIPS FOR THE GOALS	ISAE Brazilian Business School

Governance for The Third Sector: Architecture and Good Governance Practices From The Selection of an Advisory Board for Our HQ in Foz do Iguaçu	10 REDUCED INEQUALITIES 16 PEACE, JUSTICE AND STRONG INSTITUTIONS	ISAE Brazilian Business School
Governance and Sustainability - Ecosocioeconomic Challenges	THE GLOBAL GOALS For Sustainable Development **All the SDGs**	ISAE Brazilian Business School FUNDAÇÃO ARAUCÁRIA Apoio ao Desenvolvimento Científico e Tecnológico do Paraná
Culture of Innovation and Sustainability	8 DECENT WORK AND ECONOMIC GROWTH 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	ISAE Brazilian Business School

International Impact

ISAE believes that one of the elements that leverage ideas, innovative projects and quality teaching are the exchange of experience and the possibility of experiencing new cultures and business models. Thus, even in a pandemic scenario, the Institution generated international exchange opportunities for its students.

SDGs and ESG: Making Business a "Force for Good"

In May 2021, ISAE held the International Workshop SDGs and ESG: Making Business a "Force for Good", in partnership with Saint Joseph's University - Haub School of Business (USA).

Two countries and one theme: how to implement Sustainability in practice and create value for organizations.

International Executive Program: Business with Social Impact on Emerging Markets (BSIEM)

An exchange between five countries to understand different cultures and motivate academics to undertake businesses that generate positive impact on the societies in which they exist.

In 2021, the International Executive Program: Business with Social Impact on Emerging Markets (BSIEM) completed its fourth edition. Because of the Covid-19 pandemic, since 2020, the program has been 100% virtual.

CR3+ 2021

Annually the signatory schools of the PRME hold an international conference (CR3+) that brings together researchers, teachers, students and specialists focusing on social responsibility, sustainability and innovation.

CR3+ is an initiative jointly carried out by the member schools of the Champions Group of the PRME: ISAE, Audencia Business School, La Trobe Business School and Hanken School of Economics.

8th International Conference on Corporate Responsibility, Sustainability, Governance and Innovation - CR3+

In eight editions of the International Conference on Corporate Responsibility, Sustainability, Governance and Innovation (CR3+), in 2021, ISAE hosted the event for the second time.

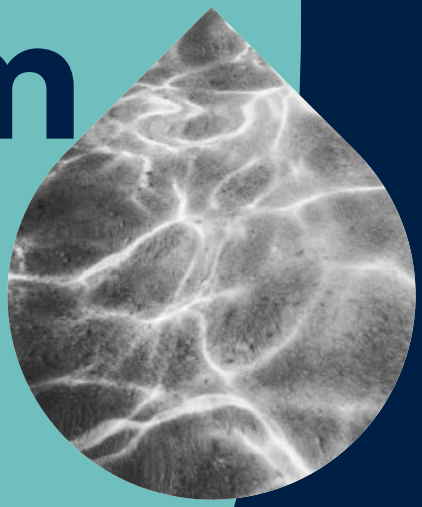
Held on November 28 and 29, online, the event was organized by the Professional Master's Program in Governance and Sustainability of ISAE, under the theme: Innovation for a sustainable future.

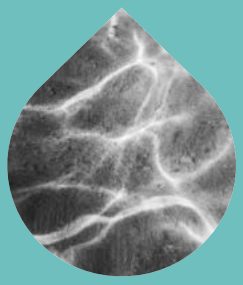
- **More than 10 nationalities** presenting their work;
- **29 articles selected** for presentation, out of as many as 50 that were submitted;
- **25 national and international speakers**

CHAPTER 5

Engagement and Protagonism

ISAE understands the essential role of the articulation between schools and initiatives that promote social transformation both in Brazil and abroad. It is through public and private partnerships that the Institution engages and contributes to different social sectors for sustained and inclusive development.





National Engagement

- Nós Podemos Paraná (We Can Do it Paraná) Movement
- Mundo do Trabalho (World of Work) Institute
- Board of the Association of Sales and Marketing Managers of Brazil (ADVB)
- CPCE - Paraná Council of Corporate Citizenship
- Guiding Board's member of the Brazil Network of the Global Compact (CORB)
- ABES Member – Brazilian Association of Sanitary and Environmental Engineering
- Barão do Serro Azul Institute Council
- Council of the Association of Companies of the Industrial City of Curitiba – AECIC
- Member of the Brazilian Academy of Management Science
- Participant of the Innovation Ecosystem Governance Committee of Curitiba and its metropolitan region

In 2021, the Government of Paraná launched the Paraná Productive Program that identifies potential deficiencies of seven regions of the State to plan an integrated productive development among municipalities.

To achieve the objectives listed in the project, ISAE was the institution selected, through public procurement, for consultations in the Secretariat of Planning and Structuring Projects of Paraná.

ISAE assisted in the regional development plan of 204 municipalities in the state, which will have a direct impact on the lives of thousands of Paraná inhabitants from 2022 and on.

Based on a positive history of relationship with the public sector, the Paraná Productive Program is another project in which ISAE collaborates for the regional development of the State.

International Engagement

Global Compact

ISAE was one of the first educational institutions to become a signatory of the Global Compact in 2004, and more recently became one of the founders of the Brazil Network Institute of the Global Compact.

The institution's engagement occurred, in its early days, through the involvement of ISAE's president Norman de Paula Arruda Filho, who recognized the importance of responsible executive training in the face of the challenges of the global agenda promoted by the United Nations. Currently, ISAE holds a seat on the Integrity Committee of the Institution.

The Global Compact is a UN initiative to engage companies and organizations in the adoption of ten principles in the areas of human rights, labor, environment and anti-corruption.

- PRME Signatory

Related to PRME

Based on the engagement with the Global Compact, Business School leaders felt the need to create principles that would guide educational institutions in responsible executive education. Thus, in 2005, the President of ISAE took part in the mission that created the Principles for Responsible Management Education, the PRME, and helped found the initiative with the UN.

Currently, ISAE belongs to the PRME Champions Group, composed of institutions that develop projects and partnerships in order to promote innovation within the educational models aimed at the Sustainable Development Goals.

Since 2020, the president of ISAE has served on the PRME Global Board – a board that provides ongoing strategic and political advice, as well as recommendations for management, signatories and other stakeholders of the PRME.

ISAE, represented by Professor Gustavo Loiola, has been chair of the Latin American and Caribbean chapter of the PRME since 2020 and Victoria Gonzalez (Cetys Universidad, Mexico) has taken over as co-chair.

CR3+ 2021

CR3+

CR3+ is an initiative jointly carried out by the schools that are members of the Champions Group of the PRME.

See International Impact.

- Signatory of the Global Compact (since 2004)
- Founder of the Brazil Network Institute of the Global Compact
- Principles for Responsible Management Education (PRME)
- Globally Engaged University, a UNITAR initiative- United Nations Institute for Training and Research
- United Nations Academic Impact (UNAI)
- University Global Coalition
- Women´s Empowerment Principles
- Cities Programme - A Global Compact initiative for sustainable urban development action
- REDULAC - Latin American and Caribbean University Network for Disaster Risk Reduction
- CR3+
- CEEMAN - Central and East European Management Development Association
- ABBS - BRICS Business Schools Association
- CLADEA - Latin American Council of Business Schools
- EQUAA – Quality Education Accreditation Agency

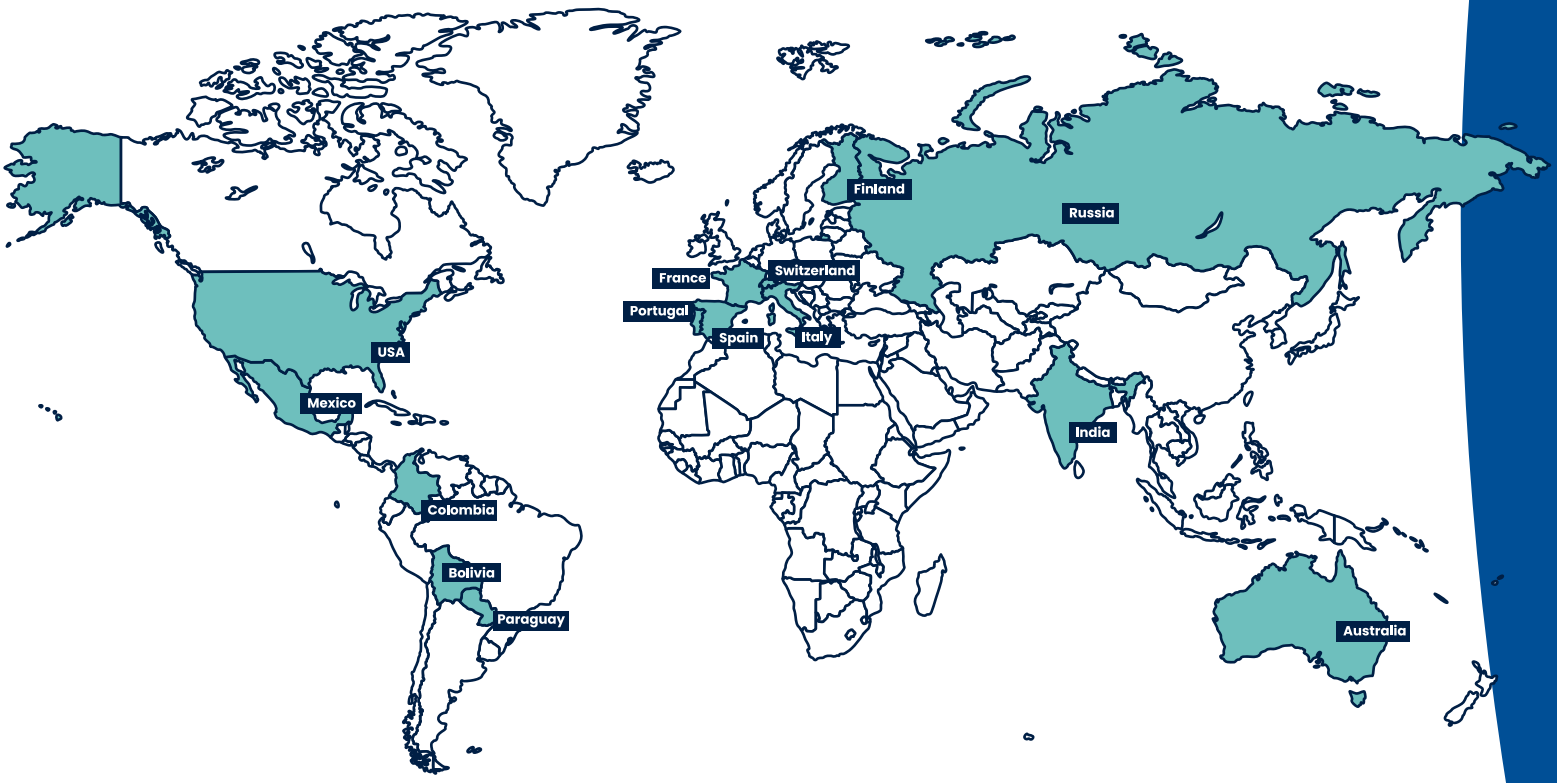
Participation in international events:

- Third Board Meeting PRME/UN
- Conference in Europe, the Asia Pacific and the Global Transformation Agenda Conference, carried out by the European Union Centre of Excellence at RMIT University
- Fourth Board Meeting PRME/UN
- Leaders Summit 2021
- Global Virtual forum - PRME/UN
- Uniting Business LIVE/UN
- 5th PRME Board Meeting/UN

International Presence

Although the coronavirus pandemic temporarily paralyzed international academic mobility programs, ISAE in 2021 expanded its operations with the agreement with the Russian Presidential Academy of National Economics and Public Administration – RANEPA. The signing of the agreement is the realization of a successful partnership that already takes place in the international BSIEM program.

Check out the countries where ISAE holds partnerships:



- **La Trobe Business School** - Australia

Center of Government Responsibility, University of Florida, College of Law - USA

Hanken School of Economics - Finland

Audencia Business School - France

Universidad de Monterrey - Mexico

SPJIMR - India

Universidad Externado - Colombia

Russian Presidential Academy of National Economics and Public Administration – IBS RANEPA - Russia

Universidade dos Açores - Portugal

Centro de Investigación y Estudios Avanzados - Paraguay

Escuela de Administracion de Negocios de Educacion Superior - Paraguay

Universidad Autónoma de Asunción - Paraguay

Universidad Privada de Santa Cruz de La Sierra – UPSA - Bolivia

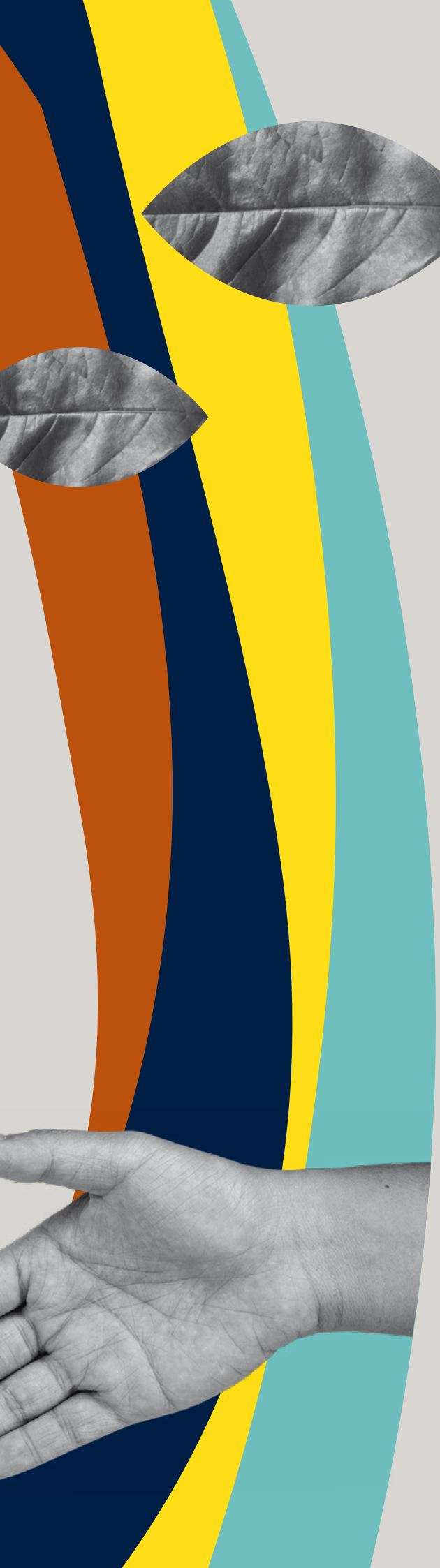
University of Cincinnati - USA

Academy of Business and Management in Switzerland - Switzerland

Universitat de Barcelona - Spain

CHAPTER 6

Relationship with Stakeholders and Sustainability Strategy



For the construction of this report, we have consulted different stakeholders through online research, with the objective of understanding their perception of ISAE, sustainability and the Sustainable Development Goals.

ISAE's key stakeholders:

- **Students**
- **Alumni**
- **Employees**
- **Teachers (Professors)**
- **Counselors**
- **Board Members**
- **Suppliers**
- **Institutional Partners**
- **Corporate Clients**

89,5% indicated that they are aware or may know about the SDGs

1 NO POVERTY

2 ZERO HUNGER

6 CLEAN WATER AND SANITATION

14 LIFE BELOW WATER

SDGs 14, 6, 1 and 2 are the objectives that stakeholders believe that ISAE least contributes to the theme with actions or has a negative impact.

4 QUALITY EDUCATION

8 DECENT WORK AND ECONOMIC GROWTH

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

SDGs 4, 8 and 9 are the SDGs considered the ones that the institution contributes the most and has a positive impact on.

"Quality Education, concern for students' comfort and openness with teachers."

"Qualify for work and raise awareness for sustainability"

"DISSEMINATION OF THE CULTURE OF SUSTAINABILITY AND THE OPPORTUNITY FOR EDUCATION AND ORGANIZATIONAL TRANSFORMATION THROUGH THE STIMULATION OF ETHICAL LEADERSHIP."

"It is the promotion of sustainable culture in everything it does, transcending the walls of the institution and achieving global change through its relationship and influence with people capable of generating positive impact, whether from private, public or society institutions..."

"IT'S ABOUT AIDING THE PEOPLE, WITHIN THEIR OWN RELATIONSHIPS, TO ACTUALLY FEEL LIKE PROTAGONISTS WHEN IT COMES TO MAKING CHANGES FOR A BETTER WORLD"

"ISAE fulfills with excellence its role as a driving force of quality teaching, which ends up resulting in improvements in various areas of society. Obviously, it is also important to highlight the institution's performance for the improvement of Brazilian companies and cooperatives, once again reverberating in various sectors, going far beyond just economic benefits."

What are ISAE's most remembered sustainability programs and actions in 2021?

The best-known programs are:

- **Uaná Executive Volunteer Program;**
- **Perspectivaction;**
- **Sustainability Report;**
- **Ozires Silva Sustainable Entrepreneurship Award.**

ISAE Escola de Negócios

ISAE UANÁ

PERSPECTIVAÇÃO

PRÊMIO OZIRES SILVA DE EMPREENDEDORISMO SUSTENTÁVEL

Check out below the complete list of projects and connections to the global initiatives in which we are signatories - Global Compact and PRME.

*PG - Principles of the Global Compact

The ten principles of the Global Compact are derived from the Universal Declaration of Human Rights, the International Labor Organization Declaration on Fundamental Principles and Rights at Work, the Rio Declaration on Environment and Development, and the United Nations Convention against Corruption. As a signatory organization, we are committed to following these principles in our day-to-day operations.

Check out the principles on the Global Compact website: **https://www.unglobalcompact.org/what-is-gc/mission/principles**

*PRME Principles

Purpose, Values, Method, Research, Partnership and Dialogue are the six Principles that govern the PRME. Through these principles, institutions can report their progress and best practices and engage in initiatives and projects.

*SDGs - Sustainable Development Goals

See the full list of SDGs by clicking here: **https://sdgs.un.org/goals**

Environmental Preservation Actions

PG (principles) 7, 8, 9
PRME 2, 5, 6
SDGs 6, 7, 12, 13, 15, 17

In 2021, ISAE, in its new headquarters, benefited from Estação Shopping mall's infrastructure for sustainable solutions in relation to its energy matrix, water waste and waste management.

Social Projects

PG (principles) 1,6
PRME 2, 3, 4, 5, 6
SDGs 1, 2, 3, 4, 5, 8, 10, 11, 16, 17

• Uaná Community Project with donation of toy rental for the celebration of Children's Day of the Acropolis Garden, in the Cajuru neighborhood, impacting on approximately 100 people;
• Donation of money collected for the purchase of 32 turkeys for the Christmas dinner of some of the families served by the NGO.
• Scholarship program for employees and students (national and international programs);
• Uaná Program of Management Training Program for social organizations;
• Uaná Program of Entrepreneur Women with support for the Brazilian chapter of Women In March;
• Support for the 'What They Didn't Tell Us' movement, providing virtual rooms for welcoming meetings for victims of violence against women;
• Monthly events of the 'Ozires Silva, Chair of Sustainable Entrepreneurship' (Dialogues of the Chair).

Work streams in other segments

PG (principles) 1, 2, 6, 7, 8, 9, 10
PRME 2, 3, 4, 5, 6
SDGs 4, 8, 9, 16, 17

ISAE takes part in councils, initiatives, associations and movements, as experienced in the Social Extension and Projection.

MBA, GBA and Master's Courses

PG (principles) 1, 2, 7, 8, 9, 10
PRME 1, 2, 3, 4, 5, 6
SDGs 4, 6, 8, 9, 10, 11, 17

• Reference Centers and Research Groups
• First Master's degree in Brazil in Governance and Sustainability
• Corporate programs on Sustainability

In all the institution's corporate programs, coordinators and professors must indicate the adherence of themes in relation to the Sustainable Development Goals, and how this was explored within each discipline.

Below are the most discussed SDGs within the ISAE programs:

Responsible Management

PG (principles) 1, 2, 6, 7, 8, 9, 10
PRME 2, 5, 6
SDGs 8, 10, 16, 17

- Adherence to different UN initiatives (Global Compact, PRME, SDGs, UNAI)
- Integrity Program
- People Management Policy - Wellness Program and ISAE Academy
- Ethics and Conduct Manual for Employees and Suppliers
- Ideal Governance Practices

Perspectivaction Extension Program

PG (principles) 6, 7, 8
PRME 1,2,3,4,5, 6
SDGs 4,8, 9,10, 16,17

Lectures, Workshops and Training

PG (principles) 1,2,6,7,8,9,10
PRME 2,5,6
SDGs 3,4,8,11,12,16,17

- Lectures open to the community in the area of sustainability
- Workshops on the influence of the SDGs on Perspectivaction
- Lectures at other national and international institutions on sustainability

Institutional partnerships

PG (principles) 1,2,6,7,8,9,10
PRME 5,6
SDGs 17

- Government of the State of Paraná - Paraná Productive Program
- Curitiba Agency - Pinhão Valley Project
- Military House Cooperation Program
- National Institute of Science and Technology in Sustainable Sewage Treatment Plants (ETEs)
- Partnerships with international educational institutions

Stakeholder consultation research

PG (principles) 1,2,6,7,8,9,10
PRME 5,6
SDGs 4,17

Basic research for the preparation of the sustainability report and analysis of knowledge of stakeholders in relation to the theme X institution.

Project Alumni ISAE
PRME 2,5,6
SDGs 4,17

An acquaintanceship community formed by students and alumni.

Innovation Experience - ISAE Business
PG (principles) 4, 6, 7, 8, 9
PRME 1,2,5
SDGs 1,8,9,10,11,17

Promotion of research and knowledge in sustainability
PG (principles) 4, 6, 7, 8, 9
PRME 1,2,3,5, 6
SDGs 4,8,9,10,11,12,17

- Chair Ozires Silva
- Master's Research Line focused on Sustainability

Sustainability Report
PG (principles) 7, 8, 9
PRME 1,2,3,4, 5, 6
SDGs 16, 17
Annual publication aimed at communicating ISAE's goals and actions about sustainability with all stakeholders.

Corporate Governance
PG (principles) 10
PRME 2, 5,6
SDGs 8,9,11,12,16,17

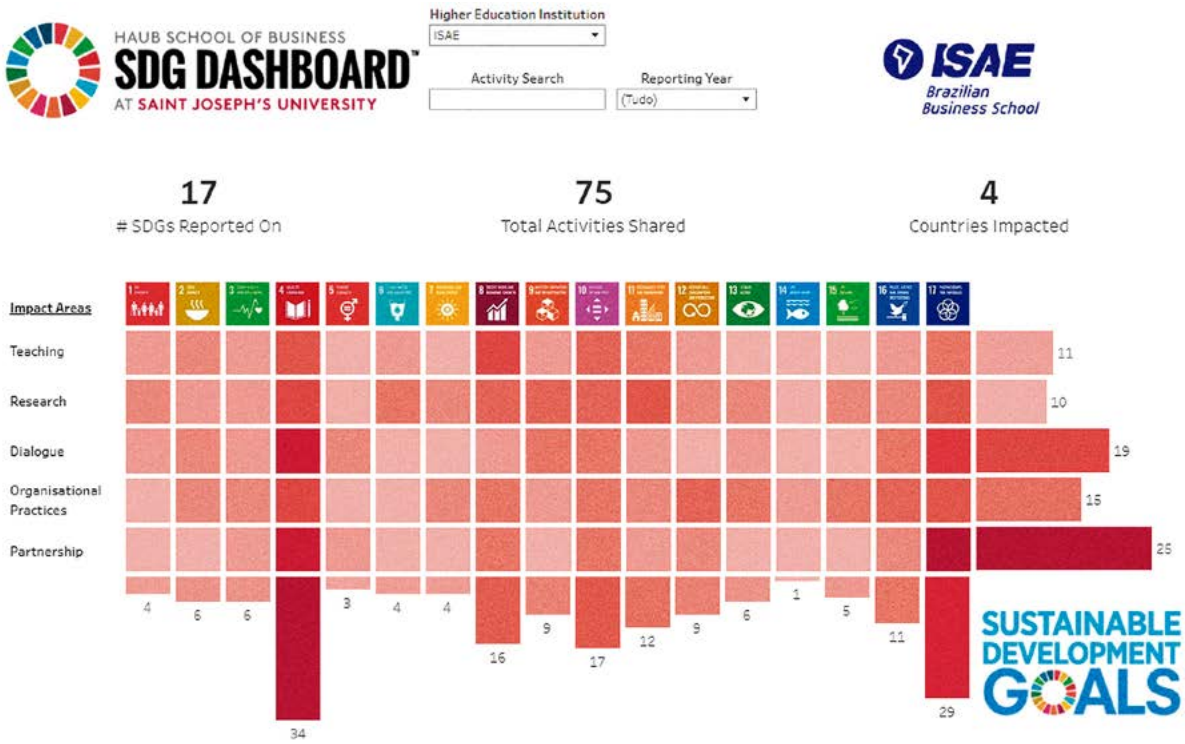
Boards of Directors and Fiscal, Independent Audit and Image Crisis Management Committee.

Compliance
PG (principles) 6, 10
PRME 2, 5, 6
SDGs 16

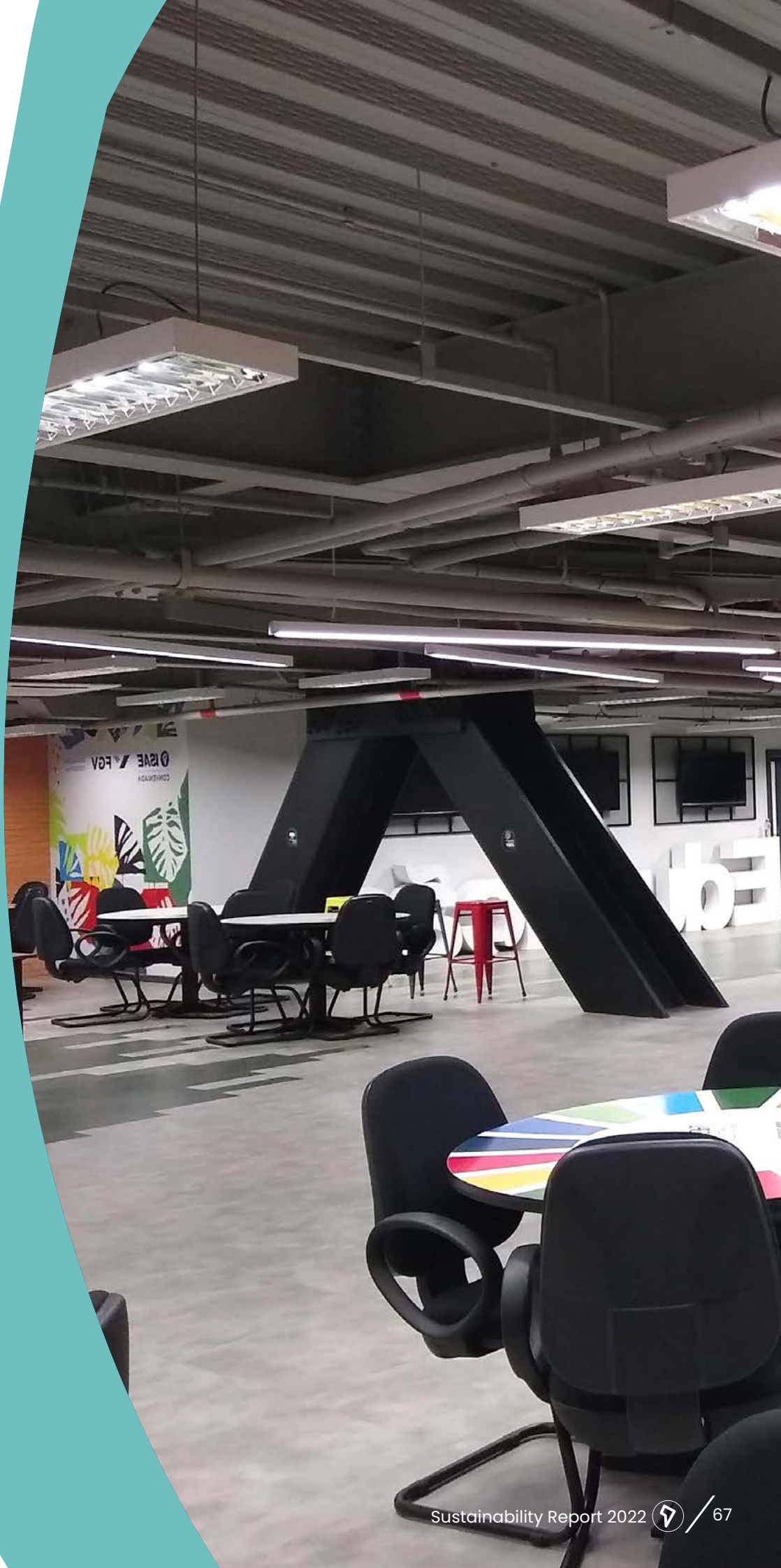
Attention to any type of complaint within the institution through the channels of ISAE Ombudsman.

Other forms of reporting:

SDG Dashboard is a collaborative data reporting and analytics platform for global business schools to share their best practice impacts on the United Nations Sustainable Development Goals (SDGs). Developed by Saint Joseph University, the framework allows a comparison and analysis of the advances and challenges faced.

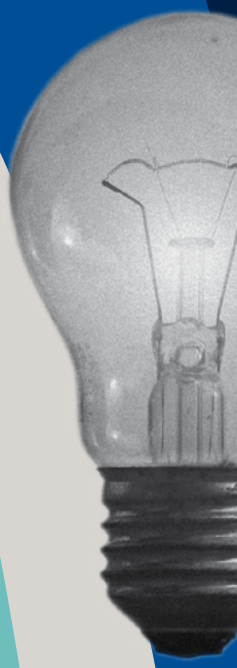


https://public.tableau.com/profile/sdg.dashboard#!/vizhome/ISAEDB/Dashboard



CHAPTER 7

Commitments for the next cycle

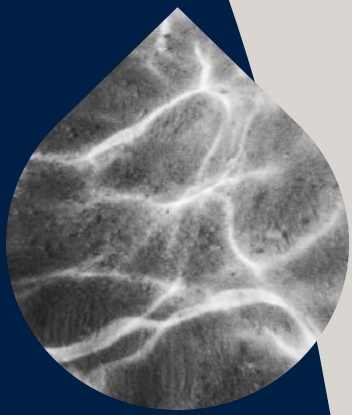


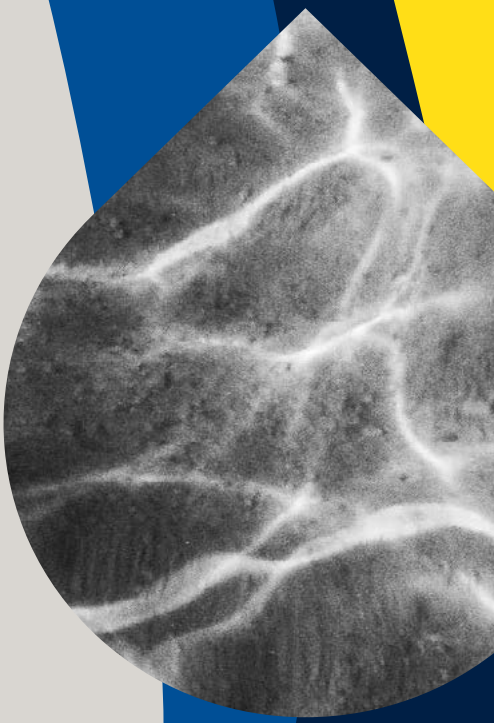
Our mission is "Inspire people and organizations to build sustainable legacies" and based on such purpose we remain committed to an education that indeed transforms, generating learning experiences translated into action of present and future value. We build for this new cycle learning pathways that give opportunities for a continuous education and customization of the student's journey.

With the growth of distance education, many invisible limits have been crossed and we continue to expand our educational performance in a global and integrated way. We reaffirm our commitment to contribute positively to the Sustainable Development Goals, present in each of our products and solutions, and to continue strengthening dialogue and transparency with our stakeholders.

We remain attentive to global challenges and with readiness to build the changes and transformations necessary for the formation of globally responsible leaders.

Tania Mara Lopes
Director of Education





CHAPTER 8

Attachment – List of indicators

The data reported are the answers related to the System of Indicators of University Social Responsibility. The correspondences found refer to the GRI Standard (Global Reporting Initiative), Principles for Responsible Management Education* (PRME), 10 principles of the Global Compact** and Sustainable Development Goals***.

* P1: Purpose, P2: Values, P3: Methodology, P4: Research, P5: Partnerships, P6: Dialogue.

** DH: Human Rights, TR: Work, MA: Environment, AC: Anti-corruption.

*** The correspondence of the SDGs targets with the GRI indicators was carried out using the Linking the SDGs and the GRI Standards of March 2020, accessible by ***clicking here.***

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Standard	Global Compact
1. LEADERSHIP AND INSTITUTIONAL STRATEGY	1. Institutional government	General framework	L1	Existence of governance bodies and control operating today	ISAE has an external audit and with the boards: Board of Directors, Fiscal Council, Executive Board and Governance and Sustainability Committee.	P1 & P2		102-18	AC10
			L2	Existence of a statement of principles and values that guides the institution	**Mission:** To inspire people and organizations to build sustainable legacies. **Vision:** To be a reference Business School in transforming education, innovative solutions and sustainable results. **Values:** Governance, innovation, sustainability, ethics, leadership and entrepreneurship.		16.3	102-16	
			L3	Existence of a body/ committee/ external advisory group with stakeholder representation	ISAE has the Ombudsman's Channel and the Union - Senalba.			102-43	
			L4	Existence of mechanisms to spread the principles and values between its staff and other parties of the institution	ISAE has a newsletter and training for employees. In addition, we have teacher training, both for ISAE teachers and external teachers. With other institutions, nationally and internationally, we work in promoting courses, technical visits and research agreements.				

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Stan-dard	Global Com-pact
1. LEADERSHIP AND INSTITUTIONAL STRATEGY	1. Institutional government	Conflict of interest	L5	Existence of mechanisms for the prevention and resolution of interest conflict	Internally, ISAE has an Ethics code and a compliance program. For suppliers, ISAE contracts have anti-corruption and due diligence clauses in the areas of financial, accounting and tax management, labor, environmental, legal, intellectual property and even technological management of the company.	P1 & P2	16.6	102-25	AC10
		EGender Equality	L6	Existence of mechanisms to promote gender equality.	N/A		5.5, 16.7	102-24	TR06

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Standard	Global Compact
1. LEADERSHIP AND INSTITUTIONAL STRATEGY	2. Institutional strategy	Sustainability integration	L7	Existence of an explicit commitment with sustainability or social responsibility in the institutional mission and/or vision or other formal document	Same as L2	P1 & P2			
			L8	Existence of an explicit commitment with the Sustainability Development Goals (SDG) - SDG and prioritized goals.	ISAE carries out an annual process of consultation with its main stakeholders to define a Materiality Matrix that guides its Report and the sustainability strategies of the institution. In 2021, the SDDS considered as the ones that ISAE has the lowest performance were 14, 01 and 02 and the ones that exerted the greatest positive impact are 04, 08 and 09. These data serve as the basis for the construction of the Sustainability strategy for the next year, and complement the 33for2030 Campaign, which selected 33 SDG goals to be prioritized by ISAE by 2030. More information is available on the **sustentabilidade.isaebrasil.com.br**				

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Standard	Global Compact
1. LEADERSHIP AND INSTITUTIONAL STRATEGY	2. Institutional strategy	Sustainability integration	L9	Joining initiatives, local or global programmes that promote the sustainability and social responsibility	ISAE is engaged with different national and international programs and initiatives related to sustainability, CSC and sustainable development goals. The description and information are in **Chapter 05: Engagement and Protagonism.**	P1 & P2		102-13	
			L10	Explicit commitment with some movement that promotes responsible purchasing (fair trade etc.)	The Code of Ethics and Conduct advocates a sustainable and transparent vision in purchasing processes. The Global Compact initiative brings within its principles themes related to Human Rights and Environment.				

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Stan-dard	Global Com-pact
1. LEADERSHIP AND INSTITUTIONAL STRATEGY	2. Institutional strategy	Stakeholders	L11	Existence of mechanisms, policies and/or initiatives for the identification and prioritization of the stakeholders.	The process of defining stakeholders and stakeholders is carried out periodically jointly between the sustainability area of the institution, board and boards.	P1 e P2		102-40 e 102-42	
			L12	Participation of a body/committee/ external advisory group with representation of the stakeholders in the development of the strategy.	Strategic Planning for the year 2022 was built collaboratively involving the Executive Board, ISAE Leaders and ISAE advisors.		16.7	102-21	
		Purpose	L13	Existence of social and environmental goals in the institutional strategic objectives.	ISAE's mission is to inspire people and organizations to build sustainable legacies. Thus, Sustainability is transversally inserted in the strategy, influencing the management model, the construction of goals and objectives of the institution.				

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Stan-dard	Global Com-pact
1. LEADERSHIP AND INSTITUTIONAL STRATEGY	2. Institutional strategy	Purpose	L14	Existence of mechanisms used to spread the commitment of the institutional strategy with the sustainability and social responsibility (objectives, purposes, indicators) among teachers, researchers, administrative staff and stakeholders.	ISAE publishes its Sustainability Report annually, in which it presents its formal commitment to sustainability to all its stakeholders. The tool makes available the actions carried out in the previous year in a transparent manner, matching the GRI, Global Compact, PRME and Sustainable Development Objectives parameters. The document is disseminated online through **sustentabilidade.isaebrasil.com.br**, with informative videos, social networks, events and press relations.	P1 e P2			

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Standard	Global Compact
1. LEADERSHIP AND INSTITUTIONAL STRATEGY	3. Operational control	Team	L15	Existence of an area responsible for ensuring compliance of sustainability or social responsibility goals.	Sustainability area is responsible for coordinating the institution's sustainability strategies and actions.	P1 & P2		102-14	
			L16	The number of people who make up the sustainability and social responsibility team. And the hierarchical level of the team leader.	1 person (Supervision) - the area works integrated with the Presidency And Perspective Advisory.				
		Monitoring	L17	Existence of mechanisms and/ or initiatives of evaluation of risks and impacts (economic, social and environmental).	The institution has a Business Inteligence area that analyzes market projections. In addition, through weekly meetings, a group of managers and directors analyzes the economic risks for route correction actions.			102-15	
			L18	Existence of mechanisms to assess the system of management of risks and impacts with external stakeholders (beneficiaries, target public, external communities).	Risk and Image Management Committee.				

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Stan-dard	Global Com-pact
1. LEADERSHIP AND INSTITUTIONAL STRATEGY	3. Operational control	Monitoring	L19	Existence of monitoring mechanisms on social and environmental goals in the institutional strategic objectives.	The goals are matched by the Sustainability Area.	P1 & P2			
			L20	Existence of specific monitoring mechanisims about the Sustainability Development Goals and purposes.	The goals are matched by the Sustainability Area.				

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Stan-dard	Global Com-pact
1. LEADERSHIP AND INSTITUTIONAL STRATEGY	3. Operational control	Monitoring	L21	Existence of a scheme of education and training staff on the institutional values, the commitments with sustainability or social responsibility and the related policies/procedures.	The **ISAE Academy** aims to develop and retain employees, ensuring sustainable results, aligned with ISAE's strategic objectives.	P1 & P2			
	4. Report and accountability	Report	L22	Existence of mechanisms for the performance report of commitments to sustainability or social responsibility and sustainable development/ publication stage.	Same as L14				
			L23	Mention the year when the activities report or the sustainability and/or social responsibility report begins.	The Sustainability Report has been published since 2004				
			L24	Mention the methodology applied (GRI, SIP, COE, others).	GRI integrated with the COP (Communication on Progress of the Global Compact) and SIP (Sharing Information on Progress of the PRME). Since 2019 ISAE started to report using the University Social Responsibility Indicators System.				

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Stan-dard	Global Com-pact
1. LEADERSHIP AND INSTITUTIONAL STRATEGY	4. Report and accountability	Verification and communication	L25	Existence of external verification mechanisms of the report or sustainability and/or social responsibility report.	There is no external audit for the Report. Data is collected by the areas and approved by the Institution's Board of Directors. Only financial and accounting data undergo a specialized external audit.	P1 & P2		102-56	
			L26	Mechanism of unfolding, communication and spreading the sustainability and/or social responsibility report.	Same as L14.				
			L27	Mention in the report about the performance of the commitments with Sustainable Development Goals/ publication stage.	ISAE reports its performance aligned with the Sustainable Development Goals since 2015, with the launch of the SDGs.				

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Standard	Global Compact
1. LEADERSHIP AND INSTITUTIONAL STRATEGY	5. Improvement and innovation	Actions	L28	Percentage of achievment of the purposes, objectives and established goals in the instiutional strategy.	In 2021, the targets had major changes in the pandemic, in addition to major changes in the functional condition. In this way, the results have not been mapped.	P1 & P2			
			L29	Number of actions of improvement or implemented innovations / total of action plans or proposed innovations.	Not measured.				
		Development	L30	Number of patents, property rights and prototypes obtained related to sustainability and/or responsibility during the last year.	Not applicable.				
	6. Impact	Teaching	L31	Graduated students in companies, positions or activities associated to the sustainability and social responsibility.	Not measured.				
			L32	Outstanding graduated students recognized by associated profits, its commitment with citizens and transparency.	Not measured.				

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Stan-dard	Global Com-pact
1. LEADERSHIP AND INSTITUTIONAL STRATEGY	6. Impact	Research	L33	References and significant recognitions of research findings.	Not measured.	P1 & P2			
			L34	Use and/or application of the results and findings of research initiatives, programmes or projects.	All research developed is applicable because it is a Professional Master's Degree.				
		Extension	L35	Improvements made as a result of initiatives, projects, and/or social outreach programmes.	Not measured.				

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Stan-dard	Global Com-pact
2. TEACHING	0. General information	Scope	T1	Number of academic programmes by type (undergraduate, specialization, masters, doctorate) with antiquity.	See **Table 01**	P1 & P2			
		Commitment to sustainability	T2	Existence of policies, guidelines, procedures or criteria of sustainability or social responsibility for the academic programmes.	The instructional design of undergraduate, graduate and extension programs are underway by the principles of Sustainable Ness and Social Responsibility. One evidence of this fact is that in every report of the teacher who has been filled, it is necessary to report the link to the SDDs of that class.				

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Stan-dard	Global Com-pact
2. TEACHING	0. General information	Commitment to sustainability	T3	Existence of policies, guidelines or criteria for the design of the curriculum with external stakeholders (graduates, productive sector, public sector, civil society, among others) - describe it.	The instructional design of the ISAE Brazil College, especially in its In Company courses, has its construction together with our customers and market partners, going through several moments of validation, adjustments and collective construction before eventual closure. In this sense, all our construction is collective and participatory.	P1 & P2			

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Stan-dard	Global Com-pact
2. TEACHING	0. General information	Commitment to sustainability	T4	Existence of mechanisms to disseminate policies, guidelines, procedures or criteria of sustainability or social responsibility to teachers, administrative staff and students.	Before the sending of each class is sent to the teachers a copy of data on the institutional policies of ISAE and good practices of action, this material is entitled teaching manual, as well as the support team in class has the work of reinforcing this information.	P1 e P2			
	1. Responsible education	Ethics and citizenship	T5	Number of annual actions, events or campaigns according to the program / lenght.	Not applicable.				
			T6	Number of participating students for each action, event or campaign / total number of students.	Not applicable.				
			T7	Number of subjects and/or course associated to per program / total of subjects per program.	27 different classes related to sustainability of 263 different classes that occurred.				
		Sustainability and/or Social responsibility	T8	Number of subjects and/or course associated per program / total of subjects per program.	27 different classes related to sustainability of 263 different classes that occurred.				

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Standard	Global Compact
2. TEACHING	1. Responsible education	Sustainability and/or Social responsibility	T9	Number of participating students per program / total number of students per program.	Average of 40 students per class, with a total of 5709 students in all programs (lectures reach 200 participants, so the highest number).	P1 e P2			
			T10	Number of annual actions, events or campaigns per program.	"Actions: Signature of The United States: 01 - Integration of the Institution into the Brazil Network Institute of the Global Compact **Mkt campaigns: 16** **1.** Support for the 17 SDS Campaign carried out by the Global Compact **2.** Workshop ""SDGs and ESG: Making Business a Force for Good"" **3.** Support for CR3+ 2021 ""Innovation shaping a susteinable future"" **4.** Support in the dissemination of BSIEM **5.** Support in the dissemination of the Chair Dialogues with general motto ""Sustainable Entrepreneurship and Innovation: the future is now!"" addressing debates in 7 events **6.** Support in the online event ""Contributions of research from the stricto sensu programs of the SDDs"" **7.** Support for the Webinar ""Social Impact in Emerging Markets"" **8.** Dissemination of Diversity Research **9.** ISAE Coop Portal **10.** Disclosures to strengthen the importance of health care such as Rosa October **11.** Blue November **12.** Black Consciousness Day **13.** Releases and content on the blog of the site to support the dissemination of the launch of the book ""Sustainability in Agribusiness"" **14.** ""Meet 4 documentaries on sustainability and climate change"" **15.** ""How can the practice of cooperativism be sustainable?"" **16.** ""The DNA of cooperativism is sustainability"" Publications of Scientific Journals: 02 - Launch of the 2nd and 3rd editions of Mosaicos Magazine."				

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Standard	Global Compact
2. TEACHING	1. Responsible education	Sustainability and/or Social responsibility	T11	Number of participating students for each action, event or campaign / total number of students.	Not applicable.	P1 & P2			
			T12	Number of teachers vinculated to the development of these topics / total teachers per program.	Unmeasured data.				
			T13	Number of hours assigned to teachers for the development of these topics / per semester.	Unmeasured data.				
			T14	Percentage of achievement of aims determined for the different annual actions, events and campaigns.	Not applicable.				
		Responsible Leadership	T15	Number of annual actions, events or campaigns annual per program.	Unmeasured data.				

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Stan-dard	Global Com-pact
2. TEACHING	1. Responsible education	Responsible Leadership	T16	Number of participating students for each action, event or campaign / total number of students.	Unmeasured data.	P1 & P2			
			T17	Number of subjects and/or course associated per program / total of subjects per program.	27 different classes related to sustainability of 263 different classes that occurred.				
			T18	Percentage of achievement of aims determined for the different annual actions, events and campaigns.	Meeting the financial sustainability target.				

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Stan-dard	Global Com-pact
2. TEACHING	1. Responsible education	Responsible Consumption	T19	Number of annual actions, events or campaigns per program.	Same as T30.	P1 & P2			
			T20	Number of participating students for each action, event or campaign / total number of students.	The data is not segmented because the activities have active participation of the external community.				
			T21	Number of subjects and/or course with related content per program / total of subjects per program.	Not applicable.				
			T22	Percentage of achievement of aims determined for the different annual actions, events and campaigns.	46.1% meeting the financial sustainability target.				
	2. Appropriate education	Contact with the reality and socioeconomic context	T23	Number of subjects and/or course that use the learning methodology based on social projects.	It did not happen.				

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Standard	Global Compact
2. TEACHING	2. Appropriate education	Contact with the reality and socioeconomic context	T24	Number of participating students in the subjects and/or course that use the methodology of learning based on social projects / total number of students.	Unmeasured data.	P1 & P2			
		External validation	T25	Existence of policies, guidelines or criteria for the design of the curriculum with external stakeholders (graduates, productive sector, public sector, civil society, among others).	The instructional design of the ISAE Brazil College, especially in its In Company courses, has its construction together with our customers and market partners, going through several moments of validation, adjustments and collective construction before eventual closure. In this sense, all our construction is collective and participatory.				
			T26	Existence of validation process and /or revision for the design of the curriculum with external stakeholders (graduates, productive sector, public sector, civil society, among others).	The Postgraduate and Extension courses of the ISAE Brazil Faculty, in its entirety In Company, all curriculum scans are built together with clients and/ or professionals reference in the subject, going through various validations and reviews before execution. Our In Company sales process is advisory, that is, it always has external participation.				

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Stan-dard	Global Com-pact
2. TEACHING	3. Plurality in education	Interdisciplinarity	T27	Existence of policies, guidelines or interdisciplinarity criteria for teachers.	Resume should achieve to interdisciplinarity, transdisciplinarity and multidisciplinarity; Interdisciplinarity in the development of contents, enabling the approach of the object of studies from various perspectives, including the perspective of theoretical analysis, contemporary issues, as well as the sociocultural dimension; Teachers of related disciplines should jointly elaborate their respective course programs, which will be filed in the Secretariat, and the sequence of the programmatic content of a dependent on the sequence of the other, revealing interdisciplinarity; In the pedagogical proposals will be worked: flexibility, interdisciplinarity and multidisciplinarity;	P1 & P2			

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Stan-dard	Global Com-pact
2. TEACHING	3. Plurality in education	Interdisciplinarity	T27	Existence of policies, guidelines or interdisciplinarity criteria for teachers.	The Pedagogical Support Center (NAP) to the Student aims to: assist the teaching staff in the planning, execution and evaluation phases, seeking the quality of the teaching-learning process. For this purpose, courses are promoted focusing on the improvement of the teaching-learning process, as well as workshops on interdisciplinarity contents, multiple intelligences, preparation of pedagogical project, use of computer resources in education, among others considered necessary for the training of the faculty for the exercise of their academic activities.	P1 & P2			

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Stan-dard	Global Com-pact
2. TEACHING	3. Plurality in education	Interdisciplinarity	T28	Number of knowledge areas per teachers and program / total of teachers per program.	In 2021 there was an activity in 9 different main areas of activity, with the performance of 94 different teachers.	P1 e P2			
		Multiculturalism	T29	Existence of policies, guidelines or interchange criteria and/or internationalization of the academic program.	The ISAE Student Mobility Program is a program of the Center for International Relations, published to the Higher Institute of Administration and Economics - ISAE, which aims to provide student exchange between ISAE and other Higher Education Institutions and Business Schools, national and international, enabling those involved the opportunity to carry out undergraduate activities, post-graduation and professional improvement in the institutions, obtaining use in its course of origin.				
			T30	Number of annual actions, events or campaigns per program.	**02 events** - - CR3+ Conference - International Scientific Conference; - International Workshop: SDGs and ESG: Making Business a ""Force for Good"" **1 exchange program** - BSIEM Program- Business for Social Impact in Emerging Markets, exchange program between students from emerging markets **Perspective:** - Ozires Silva Chair of Sustainable Entrepreneurship: 7 events - The impact of the Internet of Things on Smart Cities - 28/10 - Creative Economy and Female Entrepreneurship - 23/09 - How to be sustainable in times of pandemic? – 31/08 - Innovation for sustainable territorial management: challenges and opportunities in the post-pandemic scenario - 28/07 - Innovation for sustainable territorial management: challenges and opportunities in the post-pandemic scenario – 24/06 - Impact Entrepreneurship: the importance of validating ideas in an agile way - 24/05 - Monalisa's Smile: Lessons in Innovation in the Fusion of Science and Art – 4/29				

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Stan-dard	Global Com-pact
2. TEACHING	3. Plurality in education	Multiculturalism	T30	Number of annual actions, events or campaigns per program.	**Institutional Support:** 03 events - Let's Talk about LGBTPhobia? - Fashion Revolution 2021 - Farm with ISB Brazil benefits **Actions with the Press:** 25 opinion articles, with more than 100 publications in national vehicles. **Mkt campaigns:** 05 campaigns related to ISAE's commitment to the SDGs: Dissemination of the SDGs Campaign I practice in partnership with the Brazil Network of the Global Compact - constant publications on social networks on ISAE's commitment to international initiatives - Support in the dissemination of leaders summit 2021 | Support on social networks to October Rose; Blue November and Black Consciousness Day. **Master's Degree:** 01 event - Contributions of The Stricto Sensu Programs Research for the Strengthening of the SDGs | 01 edition of the Journal Scientific Revista Mosaicos				
			T31	Number of participating students / total number of students.	See **Table 2**	P1 & P2			
			T32	Number of foreign students per program / total of students per program.	See **Table 3**				
			T33	Number of students from a different city per program / total of students per program.	See **Table 4**				
			T34	Number of foreign teachers per program / total of students per program.	ISAE has no teachers from other countries.				

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Stan-dard	Global Com-pact
2. TEACHING	4. Integration of education with the Sustainabile Development Goals	Commitment with Agenda 2030	T35	Name the Sustainable Development Goals related to the curriculum or academic activities per academic program.	The SDGs most cited by the teachers most worked in class, according to the teaching report, were: 04, 08, 09, 11 and 16.	P1 & P2			
			T36	Number of annual actions, events or campaigns per program associating the objectives of sustainable development.	Same as T10.				
			T37	Number of participating students for each action, event or campaign / total number of students.	The data is not segmented because the activities have active participation of the external community.				

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Stan-dard	Global Com-pact
3. RESEARCH	0. General Information	Scope	R1	Number of existent research lines, groups or projects.	2 Lines of Research: Governance and Sustainability. The professors participate in three research groups registered with CNPq. The activities have partners in institutions such as UFPR, PUCPR, UFMT, FURB.	P4			
			R2	Existence of policies, guidelines, procedures or criteria for sustainability or social responsibility for research activities.	All research developed by the master's students should have their theme aligned with the SDGs.				
			R3	Existence of policies, guidelines or criteria for the design and evaluation of research projects with external stakeholders (graduates, productive sector, public sector, civil society, among others).	All dissertations, for approval, have the participation of an external member, who is usually a teacher from other HEI with knowledge in the theme explored and also professional with notorio know for better evaluation and power of contribution to the projects presented.				
		Commitment to Sustainability	R4	Existence of mechanisms used to disseminate policies, guidelines, procedures or criteria of sustainability or social responsibility to researchers, administrative staff and stakeholders.	Communication/ Marketing/ Commercial Team.				

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Stan-dard	Global Com-pact
3. RESEARCH	1. Responsible Research	Usefulness of Knowledge	R5	Number of research projects validated by external stakeholders (graduates, productive sector, public sector, civil society, among others) / total of research projects.	137 surveys validated in qualification and master´s defense committee (from 2017 to 2021), 18 of which were developed in 2021.	P4			
			R6	Number of empirical studies / total of research projects.	All research is empirical, as it is a Professional Master's Degree. In 2021, 18 defenses were made.				
		Access to Knowledge	R7	Number of versions offered without cost per research / total of research projects.	Number of scholarship holders in 2021 and a total of 5 years. 2020 data: 115 out of 119.				
			R8	Existence of mechanisms used to disseminate versions offered without cost per research project.	ISAE Institutional Repository - where the dissertations/ research of the graduates of the Master's degree are published on the Institution's website. It can be accessed at **repositorio.isaebrasil.com.br**.				
	2. Linking Social Responsibility and/or Sustainability	Guidelines	R9	Number of investigations carried out under guidelines of sustainability or social responsibility / total of research projects.	137 (2017 to 2021) 18 (2021).				
			R10	Number of researchers informed, trained or formed based on ethical criteria / total of researchers.	12 teachers				

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Standard	Global Compact
3. RESEARCH	2. Linking Social Responsibility and/or Sustainability	Social Responsability Production	R11	Number of research lines in Social Responsibility and / or Sustainability / total of research lines.	1	P4			
			R12	Number of researchers in Social Responsibility and / or Sustainability / total of researchers.	137 (2017 to 2021) 18 (2021).				
			R13	Total number of academic products in Social Responsibility and / or Sustainability / total of academic products.	18 (2021) - All academic products are related to the theme because they are lines of research in Governance and Sustainability. More information in **Chapter 04 - Strategy Dimensions - Research.**				

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Standard	Global Compact
3. RESEARCH	3. Collaborative Research	Cooperation	R14	Number of research and cooperation agreements.	In 2021 there were 11 - Research and Partnership Projects: 1. Sustainable Cities: Governance and Innovation 2. INCT in Sustainable Sewage Treatment Plants 3. Dissemination of the SDDs 4. Credit unions: Case study of credit guarantee ing companies in the State of Paraná 5. Governance and risk management for social and environmental disaster reduction: concepts and applications 6. Tourism in times of pandemic: A multi- and trans-climbing analysis 7. Cities and solutions: Urban ecosocioeconomies - Sustainable socio-productive chains that promote territorial living 8. Governance and Sustainability - eco-socioeconomic challenges - Araucaria Foundation 9. Culture of innovation and sustainability	P4			

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Stan-dard	Global Com-pact
3. RESEARCH	3. Collaborative Research	Cooperation	R14	Number of research and cooperation agreements.	10. Education for Sustainability 11. Governance for the Third Sector: Architecture and Good Governance Practices from the Formation of an Advisory Board for Our Corner.	P4			

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Standard	Global Compact
3. RESEARCH	3. Collaborative Research	Cooperation	R15	Number of joint projects or co-investigations / total investigations.	In the four-year period (2017-2020) the results of bibliographic production are: **Published articles:** 65 papers **Complete Work Books:** 12 **Book Chapters:** 46. In 2021 published form: Books: 5; Book chapters: 22 articles: 8.	P4			
		Linking to Community	R16	Number of investigations using participatory methodologies (including interested external stakeholders) / total research projects.	Unmeasured data				
	4. Integrating research with Sustainable Development Goals	Commitment with Agenda 2030	R17	Mention of prioritized Sustainable Development Goals in research activities.	All SDGs having the most frequent SDDS 8,9,10, 11, 13 and 17.				
			R18	Number of lines of research associated to the Sustainable Development Goals/ total research lines.	2				
			R19	Number of researchers working on inquiry projects associated to the Sustainable Development Goals/ total of researchers.	In 2021: 12 teachers and 18 students.				
			R20	Total number of publications associated to the Sustainable Development Goals/ total of publications.	In 2021: **Books:** 5; **Book chapters:** 22 **articles:** 8. **Publication an edition of the Scientific Journal Mosaics**				

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Standard	Global Compact
4. EXTENSION AND SOCIAL PROJECTION	0. General information	Scope	E1	Number of initiatives, projects and/ or programmes per category per year and time spent.	Perspectivação with its 13 activities since 2003	P5 e P6			
		Commitment to Sustainability	E2	Existence of policies, guidelines, procedures or criteria of sustainability or social responsibility for continuing education activities - Describe.	One of the criteria for accepting workshop proposals for the perspective is the identification with the SDGs.				
			E3	Existence of policies, guidelines or criteria for the design and evaluation of the extension projects or social projection with external interested actors (beneficiaries, objective public, external communities) - Describe.	All Perspectivação´s activities undergo evaluation.				

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Stan-dard	Global Com-pact
4. EXTENSION AND SOCIAL PROJECTION	0. General information	Commitment to Sustainability	E4	Existence of mechanisms to disseminate policies, guidelines, procedures or criteria of sustainability or social responsibility researchers, administrative staff and stakeholders - describe.	Endomarketing, Marketing Campaigns, Press Relations.	P3. P5 e P6			
	1.Response to the needs of the beneficiaries or target audience.	External validation	E5	Existence of mechanisms for validation or acceptance by external stakeholders.	Evaluation carried out with NGOs in the Uaná/PMI programme.				
			E6	Numbers of initiatives, projects and/or programmes made with validation and/or acceptance by external stakeholders / total of initiatives, projects and/ or programmes implemented.	Unmeasured.				
		Channels of attention	E7	Existence of mechanisms or communication channels to meet requests from beneficiaries or target audience.	Yes.				

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Standard	Global Compact
4. EXTENSION AND SOCIAL PROJECTION	1. Response to the needs of the beneficiaries or target audience.	Channels of attention	E8	Number of beneficiaries or target audience / total of applications received.	Not applicable.	P5 e P6			
	2. Articulation with Relevant Actors.	Local and Global Development Agendas	E9	Existence of mechanisms of prioritization of development agendas.	One of the criteria for accepting workshop proposals for the Perspectivação is the identification with the SDGs.				
			E10	Number of initiatives, projects, programmes with prioritisation of development agendas / total of initiatives, projects and/or programmes.	81 learning workshops related to SDDS 1, 2, 3, 4, 8, 9, 10, 11, 13, 16, 17.				
		Academic Community	E11	Number of initiatives, projects and programmes with participation of students / total of initiatives, projects and/or programmes.	Program - CASOL - 26 NGOs and 52 volunteers.				
			E12	Number of initiatives, projects and/or programmes with participation of teachers / total of initiatives, projects and/or programmes carried out.	Held 81 workshops; 1 volunteer program - UANÁ ; 4 Professional Development programs, 1 Coaching Program.				

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Standard	Global Compact
4. EXTENSION AND SOCIAL PROJECTION	3. Access and participation of vulnerable communities and/or minorities	Utility and contribution of the interventios	E13	Number of initiatives, projects and/ or programmes that comply with the minimum criteria required in the evaluation / total of initiatives, projects or programmes carried out.	All activities.	P5 e P6-			
			E14	Number of initiatives, projects and/ or improved programmes / total of initiatives, projects and/or programmes per year.	WORKSHOPS 81 PDP - 4 COACHING - 4 WEEKS UANÁ/PMI - 12 MEETINGS				
		Selection and connection	E15	Existence of priorisation mechanisms and selection of vulnerable communities and/ or minorities for the implementation of initiatives, programmes and/or projects.	0				
			E16	Number of initiatives, projects and/ or programmes for vulnerable communities and/or minorities / total of initiatives, projects and/or programmes carried out.	Extension program in Project Management for NGOs and volunteers, carried out in partnership with the Project Management Institute (UANÁ/ PMI); Coordination and support for the work of the international movement Women In March; Realization and support for Children's Day held with the NGO Chosen by God to Serve.				
		Empowerment of communities	E17	Existence of communication mechanisms for the beneficiary communities related to initiatives, programmes and/or projects.	0				
			E18	Number of initiatives, projects and/ or programmes verified and validated by beneficiaries or target audience / total of total initiatives, projects and/or programmes.	All programmes are checked and submitted to the evaluation of beneficiaries.				
			E19	Number of initiatives, projects and / or programmes verified and validated by external stakeholders / total of initiatives, projects and / or programmes.	1 - program - Uana/ PMI				
			E20	Number of initiatives, projects and / or programmes whose leadership was assumed by the community / total of initiatives, projects and / or programmes.	0				

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Standard	Global Compact
4. EXTENSION AND SOCIAL PROJECTION	4. Public/private cooperation	Institutional collaboration	E21	Number of alliances, agreements or agreements with institutions / actions carried out.	4 - Program of extension in Managing projects for NGOs and volunteers, held in partnership with the Project Management Institute.; Coordination and support to the work of the Ozires Silva Chair of Sustainable Entrepreneurship; Coordination and support for the work of the international movement Women In March; Business for Social Impact in Emerging Markets Program - academic virtual exchange in partnership with cindo higher education institutions.	P5 & P6			
			E22	Number of initiatives, projects and / or programmes carried out in partnership / total of initiatives, projects and / or programmes carried out.	4 - Program of extension in Managing projects for NGOs and volunteers, held in partnership with the Project Management Institute.; Coordination and support to the work of the Ozires Silva Chair of Sustainable Entrepreneurship; Coordination and support for the work of the international movement Women In March; Business for Social Impact in Emerging Markets Program - academic virtual exchange in partnership with cindo higher education institutions.				
		Projects for sustainability	E23	Number of initiatives, projects and / or programmes to promote Social Responsibility and / or Sustainability / total initiatives, projects and / or programmes carried out.	UANÁ/PMI - 12 MEETINGS Ozires Silva CHAIR of Sustainable Entrepreneurship: PERSPECTIVE WORKSHOPS: not measured				

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Standard	Global Compact
4. EXTENSION AND SOCIAL PROJECTION	5. Integration of the extension with the Sustainable Development Goals	Commitment with Agenda 2030	E24	Existence of mechanisms of prioritization of the Sustainable Development Goalsin continuing education programmes.	One of the criteria for accepting workshop proposals for the Perspectivação is the identification with the SDDs	P5 & P6			
			E25	Number of initiatives, programmes and / or continuing education projects by Sustainable Development Goals/ total continuing education projects.	Unmeasured data.				
			E26	Existence of mechanisms of prioritization of the Sustainable Development Goalsin continuing education activities.	UANÁ - 4 ACTIVE TEACHERS 64 - ACTIVE IN WORKSHOPS 15 - STUDENTS 5 - COLLABORATORS				
			E27	Mention the Sustainable Development Goals prioritized in extension or social projection activities.	Unmeasured data.				

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Standard	Global Compact
5. MANAGEMENT AND ORGANIZATION PRACTICES	1. Environmental Impact	Energy	AE1	Existence of mechanisms for the improvement of energy consumption.	Shopping Estação - buys electricity on the free market, at the best price, and offers it to the tenants.	P7	7.3, 8.4, 12.2	302-5	EN 2A
			AE2	Total number of measurement units of energy consumption per source.	One source.		7.2, 7.3, 8.4, 12.2, 13.1	302-1	EN2A
		Water	AE3	Existence of mechanisms for the management and reduction of water.	Shopping Estação makes the use of artesian well for water consumption to the condominos.		6.4	303-3	EN2B
			AE4	Total number of units of measurement of water consumption per source.	One source.		6.3, 6.4, 6A, 6B, 12.4	303-1	EN2B

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Stan-dard	Global Com-pact
5. MANAGEMENT AND ORGANIZATION PRACTICES	1. Environmental Impact	Biodiversity	AE5	Existence of buildings, sites or operations in protected or nearby areas that affect biodiversity.	Not applicable	P7	6.6, 14.1, 15.1, 15.5	304-1	EN2G
			AE6	Existence of biodiversity mitigation or restoration mechanisms.	Not applicable		6.6, 14.2, 15.1, 15.5	304-3	EN2G
		Emissions	AE7	Existence of mechanisms for measuring and managing significant emissions (greenhouse gases (GHGs), ozone-depleting substances and others).	0		3.9, 12.4, 13.1, 14.3	305-1, 305-2 e 305-3	EN2A e EN2D
		Effluents and residues	AE8	Existence of mechanisms of measurement and management of waste and dumping.	Shopping Estação - allocates organic waste and recycled waste to companies of correct disposal and waste management.		3.9, 6.3, 6.4, 6.6, 12.4, 12.5, 14.1, 15.1	306-1, 306-2 e 306-3	EN2C e EN2F
		Prevention	AE9	Existence of mechanisms of identification and prevention of risks and control of accidents related to the operation.	Fire alarm, fire extinguisher system, escape routes, in case of fire.			102-15	EN1A e EN1B

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Standard	Global Compact
5. MANAGEMENT AND ORGANIZATION PRACTICES	1. Environmental Impact	Investment	AE10	Existence of policies, guidelines or investment criteria and development of technologies to reduce the environmental impact of the operation.	0	P7			EN3A
			AE11	Number of investment projects and / or technology development to reduce the environmental impact of the operation.	0				EN3A
		Compliance	AE12	Number of penalties, fines and / or warnings for non-compliance of environmental legislation.	0		16.3	307-1	
		Suppliers	AE13	Existence of policies, guidelines or criteria for the selection and recruitment of suppliers that guarantee the care for the environment.	0				
			AE14	Number of suppliers selected and contracted under these criteria / total suppliers.	0			308-1	
		Transportation	AE15	Existence of policies, guidelines or criteria to mitigate the environmental impact derived from transport activities associated to the academic community.	0				
			AE16	Number of initiatives, programmes and / or projects associated to the mitigation of the environmental impact derived from transport activities.	0				

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Standard	Global Compact
5. MANAGEMENT AND ORGANIZATION PRACTICES	2. Labor Aspects	Employment	AL1	Total number of employees broken down classified by gender, age and contract type and payment information.	See the **Table 5** and **5.1**	P2 e P6	8.5, 10.3	102-8	HU2D
			AL2	Total number of new employees x type of contract	See **Table 6**		5.1, 8.5, 8.6, 10.3	401-1	
		Compliance	AL3	Existence of mechanisms to ensure compliance of legally required working conditions	Yes - ISAE follows the rules established by the CLT and CCT union.				HU2A , HU2B, HU2C e HU2D
			AL4	Existence of prevention mechanismsfor bullying and/or harassment in the workplace at the physical, verbal, sexual, psychological level, and/or threats	Yes - Existence of the Ethics and Conduct Manual for customers and suppliers. And advice for ethical guidance.				HU3A
		Relations	AL5	Number of situations of bullying and/or harassment in the year	0				HU3A
			AL6	Number of resolved bullying and/ or harassment situations / number of bullying and/ or harassment situations in the year	0				HU3A

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Standard	Global Compact
5. MANAGEMENT AND ORGANIZATION PRACTICES	2. Labor Aspects	Health and safety	AL7	Existence of mechanisms to guarantee health and security of workers (workplace health and industrial security programmes, protection equipment, prevention on occupational hazards, commitee, etc.)	Yes - Provided by CLT and cct union - We have occupational health program PCMSO and PAE - Employee Support Program.	P2 e P6	3.3, 8.8	403-1, 403-2 e 403-3	TA03, TA04, TA05, TA06
		Participation	AL8	Existence of policies, guidelines or criteria to inform and involve staff on changes that significantly affect them	The meetings of the Board of Directors are held for definitions and evaluations (REDIR) and the strategic number of business weekly, as well as monthly meetings with employees.		8.8	402-1	
		Inclusion	AL9	Existence of policies, guidelines or criteria to ensure diversity and equal opportunities of workers	Diversity Program.		5.1,5.5, 8.5	405-1	
			AL10	Existence of mechanisms of employment generation and minority labor inclusion	Inclusion programs: People with Disabilities (PCD), Young Apprentice.		5.1,5.5, 8.5	405-1	
		Training	AL11	Existence of mechanisms of promotion, training and qualification of workers	Development Programs (ISAE Academy, Potential Assessment and Competencies). NOTE: The Potential assessment cannot be applied this year due to the pandemic.		8.2, 8.5	404-2	
			AL12	Number of hours of training per worker per category or rank and gender	Training actions were not measured, but training actions are frequently performed.		4.3, 4.4, 4.5, 5.1, 8.2, 10.3	404-1	
			AL13	Percentage of employees receiving periodic performance and professional development assessments	100% - Performance and Skills Assessment.		5.1, 8.5, 10.3	404-3	

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Standard	Global Compact
5. MANAGEMENT AND ORGANIZATION PRACTICES	3. Regarding Human Rights	Compliance	AH1	Existence of policies, guidelines or criteria regarding human rights given by the institution and its representatives	Strategic alignment aligned with the SDGs.	P7	3.3, 8.8	403-1, 403-2 e 403-3	HU1A, HU1B e HU1C
		Traceability	AH2	Existence of monitoring, evaluation and control mechanisms that ensure the protection of the human rights of workers and related communities.	Strategic alignment, code of ethics and conduct.		8.8	402-1	
		Training	AH3	Existence of training mechanisms for employees on aspects related to human rights, relevant to their activities.	Development Program - ISAE Academy.		5.1,5.5, 8.5	405-1	LA4A
			AH4	Existence of training mechanisms for security staff in human rights aspects relevant to their activities	Development Program - ISAE Academy		5.1,5.5, 8.5	405-1	
		External audit	AH5	Existence of independent third-party verification mechanisms to ensure respect for human rights by the institution	Code of Ethics and Conduct		8.2, 8.5	404-2	
		Suppliers	AH6	Existence of policies, guidelines or criteria to select and contract suppliers that guarantee respect for human rights	Code of Ethics and Conduct, Compliance Policy - Due Diligence.		4.3,4.4, 4.5,5.1, 8.2, 10.3	404-1	
			AH7	Number of suppliers selected and contracted under these criteria/total of suppliers	All ISAE suppliers are contracted in accordance with our Code of Ethics, Compliance Policy and Due Diligence. Unmeasured number.		5.1, 8.5, 10.3	404-3	

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Standard	Global Compact
5. MANAGEMENT AND ORGANIZATION PRACTICES	3. Regarding Human Rights	Penalities	AH8	Existence of mechanisms to take internal disciplinary actions against violations to the human rights	Crisis and Image Management Committee, Ethics and Conduct Code.	P7			HU5A e HU6A
		Freedom of association	AH9	Existence of policies, guidelines or criteria to ensure the exercise of the right to freedom of association by employees.	Code of Ethics and Conduct.			412-1	HU4C
		Child and forced labor	AH10	Existence of policies, guidelines or criteria that prevent child labor or forced labor	ISAE follows the standards established by CLT for hiring employees. It has the Code of Ethics and Conduct, and advice for ethical guidance.			412-2	HU1A, HU1B e HU1C
		No discrimination	AH11	Existence of policies, guidelines or criteria to avoid the discrimination in any of its forms (gender, race, religion, etc)	Code of Ethics and Conduct				
		Displacement	AH12	Existence of policies, guidelines or criteria to prevent displacement or complicity in moving staff from their own lands	Not applicable				
		Accessibility	AH13	Existence of policies, guidelines or criteria to promote the inclusion and accessibility to the of public in condition of physical disability to the educational processes (traction, hearing, visual, etc)	Yes - Inclusion policy for PCD.			412-3	
			AH14	Number of people on disability condition in the institution - discriminated against by traction, visual, hearing and cognitive	3 collaborators, 2 visual collaborators, 1 motive collaborator.				
			AH15	Number of incidents, complaints, demands or requirements due to physical accessibility barriers present in the institution (ramps, elevators, bathrooms, material, training of staff)	There are no records.				

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Standard	Global Compact
5. MANAGEMENT AND ORGANIZATION PRACTICES	3. Regarding Human Rights	Wellness	AH16	Existence of policies, guidelines or criteria that promote the offer of healthy, balanced and organic feeding in the institution	Wellness Program.	P7			
	4. Anticorruption	Mechanisms	AA1	Existence of policies, guidelines or criteria to avoid bribery and corruption in any of its forms	ISAE has an Integrity program and the Code of Ethics.	P7	16.5	205-2	AC1A, AC1B, AC1C, AC1D e AC1E
			AA2	Existence of awareness-raising mechanisms and training for the teaching and administration staff, and students of the institution in procedures regarding to anti-corruption (including cheating, fraud, plagiarism), operation guidelines and sanctions	We have teacher and administrative training based on our code of ethics. In addition, students receive classroom guidelines.		16.5	205-2	AC1C
			AA3	Existence of monitoring mechanisms to avoid bribery, extortion, misappropriation of funds, favoritism (nepotism, patronage), fraud, among others	ISAE has a whistleblowing channel that is the ombudsman and the Workers' Union (Senalba).		16.5	205-1	
			AA4	Existence of mechanisms to select investments, alliances and associations according to anti-corruption policies	We have a Due Diligence mechanism.				AC2A

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Stan-dard	Global Com-pact
5. MANAGEMENT AND ORGANIZATION PRACTICES	4. Anticorruption	Claim system	AA5	Existence of an independent and reliable system that promotes the report of abnormal situations and complaints	Institutional Ombudsman.	P7			
			AA6	Number of complaints related to conflicts of interest, plagiarism, cheating for teaching, administrative staff, and students / total resolved situations	0				
			AA7	Number of incidents, complaints, demands or requirements of justice about corrupt practices during the year	0				
			AA8	Number of corrective actions / total complaints	58 ombudsman's registered in 2021.				

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Standard	Global Compact
5. MANAGEMENT AND ORGANIZATION PRACTICES	4. Anticorruption	Provisions	AA9	Existence of mechanisms to select and hire suppliers, distributors or contractors according to anticorruption policies	Yes.	P7			
			AA10	Number of selected and hired suppliers under these criteria/ total suppliers	All those who come to sign a contract with ISAE.				
		Fair Competition	AA11	Existence of policies, guidelines or criteria to avoid monopolistic and disloyal practices with the competition (posters, dumping etc)	Not applicable.		16.3	206-1	
			AA12	Number of incidents, complaints, demands or requirements of justice about corruption practices during the year	Not applicable.		16.3	206-1	

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Stan-dard	Global Com-pact
5. MANAGEMENT AND ORGANIZATION PRACTICES	5. Promotion and Communication	Academic Offer	AP1	Existence of mechanisms for the management and dissemination of complete, precise and intelligible information according to the programmes and services offered	Site ISAE, E-mail Marketing,, Landing Pages, Plataforma Sympla, Akna, WhatsApp, Redes Sociais (Facebook, Instagran e LinkedIn) e Assessoria de Imprensa.	P7	12.8	417-1	HU5A
		Promotion and Marketing	AP2	Existence of mechanisms to ensure truthful and clear marketing activities, publicity and communications	Content with information and tips in communication channels / ISAE Knowledge Week - Focus on Innovative Leadership / SUPPORT TO CMO Insights 2021/ Content Place Content Portal.		16.3	417-2 e 417-3	HU5A
			AP3	Existence of mechanisms to ensure the transmission of constructive values for the society related to marketing actions and communications without promoting discrimination and stereotypes	ISAE conducts marketing campaigns in accordance with its code of ethics, Compliance policy and in accordance with the principles of the initiatives to which we are signatories in which any discriminatory practice or hate speech is vetoed.				
		Privacy	AP4	Existence of mechanisms to guarantee the respect of confidential information of students, educators, administrative staff, clients/ users	ISAE has a privacy policy that indicates the rules for the collection, storage, processing and sharing of personal data of the holders, including the registration of the activities performed, meeting the requirements of the laws in force in Brazil, especially the General Data Protection Law and the Civil Framework of the Internet.		16.3, 16.10	418-1	HU3B
		Complaints and Claims	AP5	Existence of mechanisms to ensure the identification of requests, complaints, claims and/or congratulations by students, clients/ users	Institutional Ombudsman.				

Indicator T1 - Number of Academic Programs

Program type	Program	2017	2018	2019	2020
Open	GBA (Extension courses)	44	43	52	13
Open	Undergraduate degree	6	6	4	4
Open	MBA	87	108	121	113
Open	MBA Online	22	0	5	9
Open	Master dregree	3	2	1	2
Open	International Module	1	0	1	0
In Company	GBA (Extension courses)	65	78	86	41
In Company	MBA	16	7	2	3

Indicator T31 - Total Summary of the Number of ISAE Students

Program type	Program	2017	2018	2019	2020
Open	GBA (Extension courses)	841	812	730	179
Open	Undergraduate degree	75	101	77	42
Open	MBA	3.390	3.290	2.883	2.101
Open	MBA Online	274	649	489	150
Open	Master dregree	46	51	48	52
Open	International Module	25	-	20	-
In Company	GBA (Extension courses)	1.706	2.365	1.947	1.071
In Company	MBA	584	245	69	118

Indicator T32 - Percentage Summary of Foreigners by Product

Program type	Program	2017	2018	2019	2020
Open	GBA (Extension courses)	0,12%	0,49%	0,68%	-
Open	Undergraduate degree	4,00%	6,93%	6,49%	7,14%
Open	MBA	0,88%	0,82%	0,59%	0,19%
Open	MBA Online	0,00%	0,62%	0,61%	-
In Company	GBA (Extension courses)	0,00%	0,04%	0,00%	-

Indicator T33 - Percentage Summary Of Students From Another City Other Than The Course

Program type	Program	2017	2018	2019	2020
Open	GBA (Extension courses)	32,10%	29,68%	57,67%	5,03%
Open	Undergraduate degree	30,67%	23,76%	25,97%	9,52%
Open	MBA	31,65%	32,83%	45,96%	2,48%
Open	Master dregree	19,57%	19,61%	27,08%	5,77%
Open	International Module	80,00%	ND	ND	ND
In Company	GBA (Extension courses)	91,91%	91,67%	95,99%	6,16%
In Company	MBA	84,08%	71,84%	60,87%	27,12%

AL1 - Total number of employees divided by gender, length of service and type of contract and salary information

Employees	Women	Man	Total
PJ	5	14	17
CLT	43	23	66
Total	**48**	**37**	**83**

Salary ranges *	Numer of employees	Man	Women	%
R$ 1.000 - 2.000	7	2	5	8,54%
R$ 2.000,01-4.000	41	15	26	50,00%
R$ 4.000,01-6.000	15	7	8	18,29%
R$ 6.000,1-8.000	5	2	3	6,10%
R$ 8.000,01-10.000	6	4	2	7,32%
R$ 10.000,01-15.000	3	2	1	3,66%
R$ 15.000,01 - and more	5	3	2	6,10%
Total	**82**	**35**	**47**	**100,00%**

* This specific data is updated with the information of 2021

Time of service		
0 months - 2 years	31	37,35%
2.1 -5 years	31	37,35%
5.1 -10 years	13	15,66%
10.1-15 years	3	3,61%
Above 15.1 years	5	6,02%

AL2 - Total number of new hires x type of contract.

Colaboradores	Mulheres	Homens	Total
PJ	2	2	4
CLT	4	5	9
ESTÁGIO	0	0	0
Total	**6**	**7**	**13**

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