



# THE GLOBAL GOALS

For Sustainable Development

## GOOD PRACTICE HANDBOOK FOR THE DISSEMINATION OF THE SDGS IN EDUCATIONAL INSTITUTIONS

*A Brazilian reality*

**PRME**  
CHAPTER **BRAZIL**

Principles for Responsible  
Management Education

# SDG WORKING GROUP PRME CHAPTER BRAZIL

The SDG Working Group is composed of institutions that are signatories to PRME in Brazil and the UN Global Compact Network Brazil.

With the challenge of disseminating Agenda 2030 in all social sectors, and inserting the SDGs into teaching methodologies and organizational practices, this commission was formed to stimulate discussions and to seek a way to realize this awareness and distribution.

In a collaborative process, from October 2016 to April 2017, the group developed a workshop model that enhances participants' knowledge of SDGs by encouraging action and contribution to the UN agenda.

During the months of April and May 2017, several workshops were held in five Brazilian cities, that included more than 400 people among them were students, teachers and staff of participating institutions.

## Supporting Organization



Insper



# MESSAGE FROM THE HEAD OF PRME CHAPTER BRAZIL



It is with great honor that I accepted the invitation with other rectors and deans of PRME universities to participate in the launching of the 17 Sustainable Development Goals (SDG) in September 2015. During the United Nations Summit on Sustainable Development, among representatives of several countries with varied languages and cultures, I heard UN Secretary-General Ban Ki Moon speak about 2030 Agenda: a call to society for the articulation of initiatives for sustainable development.

Raising awareness may seem small when we talk about 169 goals that address the most diverse sectors, and when we target challenges ranging from ending hunger to promoting inclusive industrialization. From this point of view, time becomes our enemy and there is no way to ignore the role and the power of education in this field. Preparing children, young people and especially leaders committed to a systemic vision of sustainable development is fundamental to the

continuity and success of this work. Education is transformative only when it provides change through practical activities and measurement of results that meet the strategic objectives of companies, society and the planet in a balanced way.

In this Handbook we present the work developed by an SDG Working Group of PRME Chapter Brazil that jointly constructed a methodology for the dissemination of the Sustainable Development Goals in educational institutions. As a result, we share here the cases of implementation in each of the institutions as a way of exemplifying and inspiring new actions.

We hope that this material can contribute to your journey in pursuit of the Sustainable Development Goals.

**Norman de Paula Arruda Filho**  
**Head of PRME Chapter Brazil and ISAE/FGV**

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# PRME CHAPTER BRAZIL

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# ABOUT

**PRME - Principles for Responsible Management Education**, is a global platform from the United Nations (UN) of voluntary engagement for business schools and other higher education institutions. An organization that joins PRME expresses its conviction that academic institutions, by integrating universal values into curriculum and research, can contribute to a more stable and inclusive global marketplace, helping to build successful societies.

PRME Chapter Brazil, a participant in the Latin American and Caribbean Chapter, is a volunteer group comprised of educational institutions, corporate universities and support organizations located in Brazil that share the vision of forming responsible leaders prepared to act in the new paradigm of sustainability.

## Sustainable Development Goals

The Sustainable Development Goals are targets set by all UN member states after 2015. The SDG were inspired by the Millennium Development Goals as a sustainable agenda that should guide society's performance by 2030. Overall, there are 17 goals and 169 targets that can be divided into 5 major areas: People, Planet, Peace, Prosperity and Partnerships.



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# METHODOLOGY



The methodology developed by the SDG Working Group of PRME Chapter Brazil is composed of 5 phases and aims to inspire the participants in the engagement in relation to the Sustainable Development Goals. Check out each of the 5 phases below:



## ***PRE-WORK***

The first item that composes the application of the methodology is the use of informative and inspiration content about SDGs, to stimulate the reflection of participants. The selected content serves to different audiences and was collected mainly from the UNDP website, informative books and Youtube Channels. As a good example, some institutions - such as SESI Paraná - have produced some specific videos to address the SDGs, for example, with the public as persons with disabilities.

Some aspects are important for the selection of the content, such as the time that will be

available for the application of the methodology, in the case of using videos, - the duration (the shorter duration have a better acceptance among adolescents) and where to insert it in the application of the methodology.

The suggestion is to fill the participant of a brief information about the UN and the 2030 Agenda, collaborating to arouse interest in the subject, and also stimulating curiosity about the Sustainable Development Goals.

[Check References list.](#)

## **INTRODUCTION AND CONCEPTUALIZATION**

In this phase are presented in an expository-dialogued way, the most relevant events, publications and concepts related to the challenges and achievements in the field of Sustainable Development - international and national spheres, following a chronological order. The “ending point” is the year of 2015 with great milestones as COP21, Climate Agreement and launch of Sustainable Development Goals.

The facilitator can use videos and references of critical environmental accidents involving large companies. The memory of striking events has an impact on the participants and contributes to the awareness. Examples: Chernobyl and Exxon Valdez tragedies.

[Check References list.](#)

## **SUSTAINABLE DEVELOPMENT GOALS PRESENTATION**

Following the launch of the SDG in 2015, the objectives have been widely disseminated in a number of ways. Analyzing the target audience of educational institutions, this proposal stimulates the explanation of the SDG in a differentiated way, evidencing current and related events with the moment the planet is living.

The facilitator should look for news, reports and data related to each of the objectives to impact the participants on the topic, as well as collaborate for encourage the global thinking and the role of the participants as an agent of transformation.

## **DYNAMICS**

Dynamics are opportunities for interaction to promote unity and engagement of the group with the purpose of developing and stimulating teamwork as a way of preparing for the activities of the Workshop that will be held later. In addition, it gives rise to the generation of new ideas, and the consolidation of opinions and thoughts.

[Check Annex 01: Icebreaking Dynamic](#)  
[Check Annex 02: Fish Bowl Dynamic](#)

## **ACTIONS AND OUTPUTS**

The objective of this phase is to gather the actions and the next steps of the participants in relation to 2030 Agenda. In line with the workshop development and with the dynamics accomplished, in a playful way, the results will allow the drawing of a map of actions.

[Check Annex 03: Actions and outputs](#)



# APPLICATION CASES



In the following pages are presented the cases of application of the Methodology developed by the SDG Working Group of PRME Chapter Brazil. After the development of each 5 phases, the participating schools applied within their reality, adapting the content and the format according to their needs.

We have also shared the case of the UN Global Compact Network Brazil, which is also a member of the Working Group and has carried out the implementation of several workshops by Brazil in an adaptation of SDG Compass, for business reality.

*Enjoy the read!*



Workshop at Fundação Dom Cabral



## **FUNDAÇÃO DOM CABRAL. NOVA LIMA, MG.**

### ***Case developed by:***

Ricardo Siqueira Campos, Director of Sustainability and Social Projects  
Rafaela Costa de Araújo, Sustainability and Social Innovation Specialist

### ***Workshops conducted by:***

Andre Lara Resende, FDC Guest Professor

### ***Implementation date: May 2017***

Fundação Dom Cabral (FDC) is a PRME signatory as of 2006 and sits in the PRME Chapter Brazil board as of 2013, directly participating in strategic planning and actions in this country.

### ***Groups hosted***

The Workshop was applied to a group of 32 participants, including full-time professors and employees, on May 23, 2017, at Fundação Dom Cabral's Aloysio Faria Campus.

### ***Presentation of dynamics performed and methodological adaptation***

FDC, in partnership with the Methodist University, became responsible for the preparation of the dynamics that were pursued during the workshop. FDC applied the methodology as devised in its main Campus to a group of 32 full time professors and employees on May 23, 2017.

The methodology was adhered to quasi-verbatim by the professor who mediated the Workshop. Ice-breaking dynamics was applied for group integration, involving a few questions directed to the participants for the purpose of identifying common issues. At the end of the dynamics, participants could conclude that, to a certain extent, all have something in common uniting them.



Following the ice-breaking dynamics, the mediating professor delivered an explanation of Sustainable Development to the group, using the presentation prepared by the SDGs Committee with minor adaptations. Throughout the presentation, the professor instigated the participants to state their viewpoints on the sustainability theme, which yielded a very productive discussion.

For the next step proposed by the Committee, FDC invited the UN Global Compact Network Brazil Adviser to present the transition from the Millennium Development Goals (MDGs) to SDGs and the 2030 agenda for sustainable development based on the 17 SDGs.

When this step was completed, the participants began the Fishbowl dynamics as indicated in the methodology, with the objective of answering the following question: How will SDGs impact your professional and civic pursuits in the near future? This dynamics was quite stimulating for participants, who could reflect together with the group about future actions to achieve the SDGs.

The chosen methodology contributed such that each participant also felt as a protagonist in his own story, since when one answered the question all in the circle should remain silent and attentive.

Finally, the participants wrote their actions and following steps vis-à-vis the 2030 agenda on post-it stickers. Each participant was asked to read his records out loud and fill out a questionnaire with the following questions: What are the main challenges facing your institution in achieving the SDGs? What suggestions do you have for the implementation of the SDGs in your institution?

As concerns the methodology prepared within the scope of the PRME Chapter Brazil SDGs Committee a few minor adaptations were made, such as: the preparatory material was forwarded to participants after the Workshop instead of prior to it, bearing in mind that the audience had had no previous exposure to the theme and required an in-attendance introduction, which was delivered at the Workshop. The presentation



on the sustainable development theme was cut back because of available time for the Workshop and the presentation on SDGs was delivered by the UN Global Compact Network Brazil Adviser and not by the mediating professor. As concerns the output form, the participants, and not only the mediating professor, answered the proposed questions. Beyond the suggested methodology an internal campaign to disseminate SDGs was produced, resorting to visual signaling, distribution of buttons and e-mail marketing.

In addition, an evaluation was defined for the participants to fill out also at the end of the Workshop, containing questions relating to learning, the mediating professor's performance and the methodology applied.

### ***Outputs and mediator's impressions***

The output step stimulated the participants' reflections into each one's next steps, after the discussions about the SDGs during the Fishbowl dynamics.

#### ***Some proposed actions were:***

- Comprehensively communicating SDGs to the internal audience;
- Ensure that the communication takes into account creed, race and personal abilities such as diversity and its upholding as well differentiating speech;
- Develop voluntary action;
- Be attentive to conscious consumption (personal and professional). Be a multiplying agent of the knowledge acquired here;
- Let CEOs know about the wealth of developing their projects focusing on SDGs;
- Raise professors' awareness to approach sustainability and SDGs transversally in their disciplines;

- Thinking about inclusiveness to include more minorities (LGBTI, blacks and women) in FDC's programs;
- Require from team actions that promote FDC's sustainability;
- Participating and consolidating more social actions and projects at FDC;
- Prioritize diversity in attracting referring professors.

For Fundação Dom Cabral it was positive to apply the methodology devised in a dynamic format, which allows for the concurrence of quite diversified levels of participation, from young apprentices to project managers. Participation was active, which enriched the entire discussion towards the objective pursued. Notably, even when SDGs are approached strategically in organizations, undertaking actions for all audiences of a business school is still necessary, since most were not cognizant with SDGs and those who were knew of them only superficially. At the end of the application, many participants understood the importance of including the theme in their projects and programs, which was also quite positive.

Finally, the conclusion is that the Workshop should be applied to other audiences, such as students, more employees and more professors. This was only a first, very satisfactory step, since participants left with applicable, practical actions to their work areas. As next steps, FDC proposes to follow-up on the Outputs and include the SDGs theme in each sector's activities and actions pipeline, such that the measured result can be enhanced, including the adoption of SDGs as pillars within more FDC areas, projects and programs.

***Case developed by:***

Profa Priscila Claro, Coordenadora do Núcleo de Estudos em Meio Ambiente e Centros Urbanos

***Workshops conducted by:***

Profa Priscila Claro, Coordenadora do Núcleo de Estudos em Meio Ambiente e Centros Urbanos

***Implementation date:*** December 2016 to May 2017



Group dynamic

***Presentation of the adaptation of the methodology***

In the first part of the workshop, Inspier conducted a dialogue presentation on sustainability content and on SDGs to ensure the leveling of the participants. The workshop's goals and expectations were presented and the participants could talk about their impressions about the preparation materials (readings and suggested videos). Subsequently, a timeline on the development of the Sustainable Development Concept was presented with an overview of the United Nations programs, SDGs and their relevance, impacts and consequences for different stakeholders. At this time, the

approach was specific for each group. For the managers (Customized Programs) the SDGs were discussed in alignment with the strategic planning and goals of their companies. For the Graduate students, the SDGs were discussed in light with the challenges of managers in generating innovation and motivation in team members. At the undergraduate level, the SDGs were presented in a way of generating business opportunities.

In the second part, the participants worked in teams. The objective was to generate, from previous experiences and the dreams of the participants, a list of recommendations of macro-



actions aligned to the SDGs.

The methodology used in the workshops was inspired by the concepts of the Appreciative Inquiry (AI). Appreciative Inquiry brings together reflections from groups and creates a shared vision with the power of social mobilization, through individuals, dialogue and relationships with people. Thus, it enables the collective construction of dreams (vision and mission), and propels actions towards a common ideal (goals). Insper's suggestion for the use of AI is justified because it allows the promotion of a reflection on factors inducing success in a company as well as to boost the potential of employees and the commitment of everyone in the process of change.

### **Students groups:**

Insper has developed and conducted five Workshops in the Context of the SDGs. Each workshop had a different audience. The first three workshops were held at the level of a customized executive education program. The students were managers of three different companies, one of them a manufacturing company, the other an investment fund, and the third a retail bank. In all three workshops the duration was 8 hours and the groups had 40 participants.

The fourth workshop was held with undergraduate students, in the third year of the business administration course, in the discipline of Competitive Strategy. The 150 students were divided into two groups and the workshop lasted for six hours.

The fifth workshop was conducted for a group of 43 participants at the graduate level in the discipline of Team Structuring.

### **Workshop approach:**

The stages of the workshop approach following AI were the following:

#### **A) DISCOVERY - WHAT GIVES LIFE TO THE SYSTEM?**

We asked participants to retrieve in their

memories a positive and striking experience about an action / project / company linked to the SDGs. Later, in pairs, they shared those experiences. The objective was to identify successful experiences of the participants related to the SDGs. This is justified because the contact with positive reports activates mind and opens up creative perspectives for the group.

#### **B) DREAM - WHAT CAN BE?**

We asked participants to dream about the following situation: Imagine that you woke up in October 2030 and the company you work for and /or is a partner has become a reference in Brazil and in the world in value generation with a focus on SDGs. They had to think about: What does this company do? What are the main advantages in relation to competitors? The individual dreams were later shared and each team had to develop a vision statement that represented that dream. Each team then prepared a presentation on the dream to be presented at COP 2030. The purpose of this stage was to facilitate the possibility of dreaming a different future in the topics proposed by the SDGs for 2030.

#### **C) DESIGN - HOW CAN IT BE?**

We guided the teams to think about the actions of companies (executive education and graduate students) and the new business models (undergraduate students) and resources needed for the dreams to be realized until 2030. We then asked that the teams prioritize five macro-actions (maximum) for the next 3 years that could help achieve the SDGs. In the case of undergraduate students, we asked for a business model. Based on the collective dreams, we asked each group to formulate propositions with the best of what can be and the motivation to do so.

#### **D) CLOSURE - WHAT DO WE LEARN?**

In this stage, all the teams presented the five prioritized actions (executive education and graduate students) and business models (undergraduate students). The aim was to share insights about the suggestions, to identify the commonalities and the divergent points. Next, we asked each one to vote individually, using colored

post-it, in only one action that was considered more important to be carried out by the company or the most effective business model – the one with higher impact on SDGs - to be implemented in the short term.

### ***Outputs and educator impressions***

After the compilation of the workshop a report about the teams' dreams, the five macro-actions, the most important actions, and the most effective business models (impacts on SDGs) was developed. The report was delivered to companies in the cases of corporate programs, and in the case of undergrads and graduate

students, they will be published in Insper's newspaper called Insper Impact.

My impression is that most participants perceive a relationship between the role of companies and individuals in the execution of actions and business models to reach the SDGs.

However, in order to implement effective actions it is clear that there is a need for more capacity building on SDGs. Increased exposure to SDGs-related issues in a multi-disciplinary approach can enhance awareness of social, economic and environmental issues and assist in the development of solutions.

## **ISAE Business School Curitiba e Londrina, PR.**

### **Case developed by:**

Gustavo Fructuozo Loiola, International Relations  
ISAE

Barbara Beuter, Sustainability Analyst ISAE

### **Workshop conducted by:**

Gabriella Pita, Sustainability Coordinator ISAE

Gustavo Fructuozo Loiola, International Relations  
ISAE

**Implementation date:** March, April and May 2017

### **Presentation of the adaptation of the methodology**

As an active member of PRME, since the launch of 2030 Agenda, ISAE has made a commitment

to disseminate the Sustainable Development Goals to all its stakeholders. Thus, in all programs offered by the institution, the SDGs are presented to students and teachers. In addition, the two ISAE headquarters (Curitiba and Londrina) have signs to support the SDG and provide constant materials and content on the subject in their media. In this way, the awareness of the main ISAE stakeholders were started.

The methodology developed by the SDG Working Group of PRME Chapter Brazil contributed to increase the dissemination and the impact of the activities carried out internally. Some adaptations were made for better alignment with the public, described later below.

The first part of the workshop focused on the conceptualization and history of Sustainable Development (SD). Participants were encouraged to outsource their own SD concepts, which contributed to the collective construction of a group concept. A timeline was presented on the evolution and maturity of the discussions on Sustainable Development. This timeline was divided into three main blocks, listing the phases of the discussions, beginning with the first conversations at the level



Application with Staff

of social movements, NGOs and scientists, until the current maturity, where the consumers are increasingly demanding in relation to companies With sustainable attitudes.

In the second part, we seek to sensitize students to the urgency of change we need today and present the Sustainable Development Goals. An explanation was given regarding the Millennium Goals, its main achievements and also unfulfilled goals. For this, we use a national tool available on the internet ([www.relatoriosdinamicos.com.br/portaldm](http://www.relatoriosdinamicos.com.br/portaldm)), where it is possible to access the performance of each Brazilian city in relation to the MDGs. This process was very interesting, as it brought the goals to the reality of each one of the present, besides demonstrating a greater tangibility in relation to each one of them.

To present the SDGs we try to illustrate what each of them is through news headlines. The activity generated an interesting impact in the audience, since the participants were creating connections between the SDGs and what is happening nowadays in a national and international context. In this way, the understanding of the objectives became more playful.

In sequence, we developed a dynamic developed by ISAE to establish the SDGs, where the participants discussed about business cases and current events and their relationship with

each of the Sustainable Development Goals.

To finalize the activities, the participants wrote in post-its the answer to the guiding question of the Workshop: How will the SDGs impact their professional and citizen performance in the near future? We suggest that participants respond in two post-its, one should focus on their role as a citizen, and another should consider the corporate / business environment.

The post-its were pasted on a mural made available in the room so that it was possible to observe what others had written, stimulating the exchange of ideas and sharing of experiences.

Finally, we distributed some forms with the following questions: What are the main challenges of ISAE to achieve the SDGs? What are your suggestions for implementing the SDGs within the ISAE?

We consider this stage of extreme importance, because listening to our stakeholders, we are able to build a better action plan for ISAE activities in relation to sustainability.

In the application for the students, mainly of the courses of Post Graduation and MBA, we inserted an additional content, directed to the insertion of the SDGs in the business strategy. We use SDGs Compass as the basis and the





material developed by the Global Compact Brazilian Network presented to the SDG Working Group of PRME Chapter Brazil. Through the 05 steps of Compass - Understanding SDG; Defining Priorities; Establishing Goals; Integration; Reporting and Communication - the students were able to have a practical vision of how to implement the objectives within the corporate reality of each one.

### **Presented groups:**

ISAE held the workshops in March, April and May 2017 in its two headquarters (Curitiba and Londrina). In the city of Londrina three workshops were held: the first with a group of 10 collaborators; The second with eight faculty members; And the third with 26 students from various courses. In Curitiba, three workshops were also held, two for employees - in groups of 42 participants - and the third with eight students from various courses.

### **Dynamics performed:**

Analyzing the profile of our stakeholders and the number of participants for each of the workshops, ISAE developed a dynamic to increase the level of understanding of participants and stimulate the generation of ideas regarding the appropriation of SDG by companies. Below the different adaptations made:

- When applying the workshop with teachers and students, we divided them into discussion groups, from three to five people. Each group had a case of some actions of social responsibility and sustainability of national and international companies to relate which SDG best identified with the presented case. At the end we made some cards with the names of the SDG and the groups presented to the rest of the class the related Goal and why.
- Still for another group of students, we proposed an individual work where each one received news withdrawn from a certain Internet portal. This participant should also define which SDG the news related to and present to the rest of the class.

- When applying with the ISAE employees, in the same way, divided into groups we delivered cases, however cases of sustainability actions carried out by the ISAE itself were also presented so that it was also related to the SDG.

The applications were interesting because they stimulated a practical reflection of the participants in relation to the Sustainable Development Goals, relating current and impact issues with each of the 2030 Agenda items. It was important to make the discussions more tangible, especially for students who did not have a relation with the theme.

With the teachers, we stimulate critical thinking so that they begin to observe business cases and opportunities of agenda to insert in the teaching activities, since our programs are directed mainly to the executive education.

With this dynamic, ISAE employees were able to increase their knowledge about the actions carried out by the company, as well as to observe the relationship of each of the projects with the Sustainable Development Goals, understanding the intentionality of why they are carried out.

### **Outputs and impressions of the facilitator**

We conclude that the methodology and adaptations made a great contribution to the dissemination of the SDG within the ISAE. The applied dynamics provide awareness for the participants' action, and the results are quite inspiring.

In addition, with the outputs (post-its and forms) suggested by the Working Group, the institution managed to structure a report with macro actions and possibilities of action in relation to the Sustainable Development Goals to be developed internally. As a next step, ISAE will analyze all the content produced by the participants and create a plan of action to guide their sustainability actions for the next few years.



## **SESI Paraná. Curitiba, PR.**

### **Case developed by:**

Aline Calefi Lima e Priscila da Paz Vieira, CIFAL Curitiba

### **Workshop conducted by:**

Aline Calefi Lima e Priscila da Paz Vieira, CIFAL Curitiba

### **Implementation dates:** April, May 2017

The Federation of Industries of the State of Paraná (FIEP) System has a history in mobilizing actions towards the SDGs (Sustainable Development Goals). Since 2015 lectures, Cycles of Studies on the SDGs, Social Service Industry (SESI) Prize on the SDGs and the Sesi Congress have been held in order to raise the awareness on the Agenda 2030.

The SDG Workshop was organized at FIEP in May 2017 for two audiences: students from Sesi International School and the Faculty of Industry. The steps proposed by the methodology were

followed, however some contents were summarized (especially on the conferences preceding the SDGs), considering the audience's prior knowledge. The suggestion of dynamics was not used, in addition two group works were applied.

The first group activity proposed a reflection in professional perspective. Participants were to answer the following question: **“How will the SDGs impact their professional behavior and citizen participation in the near future?”** After individual reflection, participants were invited to share their responses with other participants.

To illustrate how various audiences are engaged in the SDGs, the video “We, the people” by the UN was presented.

The second group activity included personal reflections: **“What can I do as a citizen to contribute to the SDGs? In my company/school/home, what can I implement and/or suggest?”** The answers were also presented to the group.

The Workshop was organized by the collaborators of Sistema Fiep, Aline Calefi Lima and Priscila da Paz Vieira. The responses about the activity were positive and highlighted the interests of the students, both in school and at the faculty of industry, working with the thematic of the SDGs, as well as their roles as citizens.



Workshop Faculdade da Indústria

## EAESP. São Paulo, SP.

### *Case developed by:*

Gustavo Andrey de Almeida Lopes Fernandes

### *Workshop conducted by:*

Gustavo Andrey de Almeida Lopes Fernandes

### *Implementation dates:* April and May 2017

The methodology was based on the one suggested by the collaborators, but with some changes according to the demands of the school and decisions of the organizers. First, we set up a timetable for dissemination focused on the target audience of the event, the students of EAESP. This schedule was divided into two stages: physical and virtual publicizing.

For the physical dissemination we created a banner with the date of the event, location, time, target audience, goal, logo of the organizers and the main theme of the Workshop. 30 banners have been printed and, with the authorization of marketing department, we distribute them through the rooms and corridors of the institution.

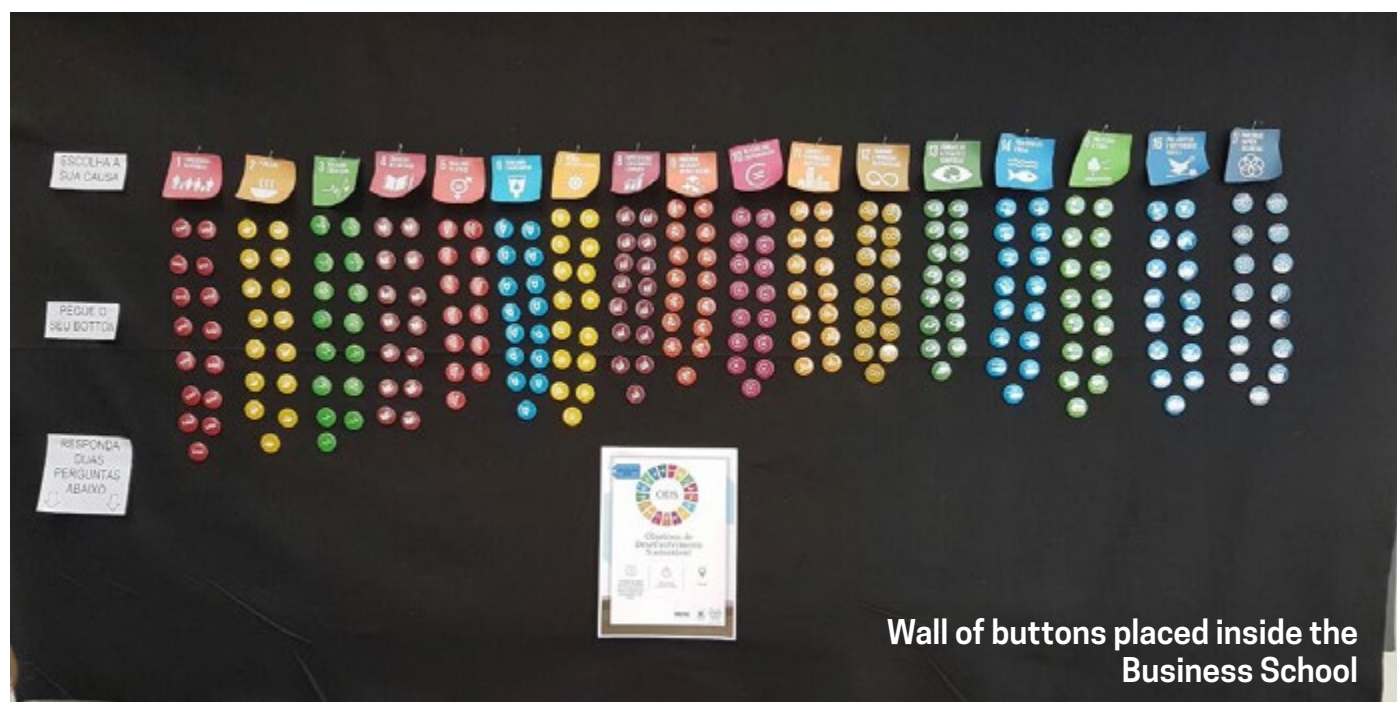
In addition, we organized a mural of buttons that hung from the entrance of the seventh floor.

This panel was divided into three parts: at the top was a board written “Choose your cause” and alongside a row with all the causes of the 17 sustainable development goals. Underneath we put another card written “get your button” and next to it a row of 255 buttons, being 15 units with the symbol of each of the ODS.

Finally, we put in a note where it was written “answer two questions below”, which refers to the forms left on table. These forms should be answered and deposited in a box next to it. The form contained the following questions:

1. Did you already know the Sustainable Development Goals?
2. What would you like to learn more about the ODS?

After two days of exposure, the buttons were all withdrawn and we got 149 respondents. Regarding the first question, 67% stated they already knew, 24% indicated that they did not know and 8% answered more or less. With respect to the second question, the answers varied widely and, people asked about from ODS-related actions, historical process, goals and results to how to be helpful. Along with the



Wall of buttons placed inside the Business School

forms we also provide a registration form for the workshop.

In the virtual dissemination part, a partnership was established with the Student's Representation Group of EAESP. The aim was to increase the reach of the dissemination through the students. As an additional tool, Facebook was used, where, every day, some material, video, or curiosities were posted regarding one of the Sustainable Development Objectives. Besides, an enrollment form was provided for those who wanted to attend, thereby giving more control over the number of students who would be present on the day.

At the end of the disclosure process we were able to get a total of 53 enrolled by the facebook event form and 60 enrolled by the list next to the buttons mural.

## Groups

For the application of the workshop, we chose as target audience the students of EAESP. In this way, the entire process, from the choice of the methodology of the workshop to the techniques of dissemination, was decided with a focus on the students.

Schedule	Duration	Activity	Description
11:10	10 min	awareness: movies about SDGs	2 short movies
11:20	10 min	Concepts	Lecture Organizer
11:30 a.m.	10 min	Presentation of the results of the survey	Students
11:40	40 min	Dynamics	Open Discussion
12:20 / 12:30		End	

## Dynamics Performed

The workshop was divided into stages which we described as awareness, presentation of concepts, presentation of research results, dynamics and finalization. We stipulate a duration, activity and description of each one as shown in the table below.

As shown in the table, we started with a awareness session that consisted of the passage of two short vmovies in order to relax, attract the attention of the participants and already familiarize them with the theme. The first movie was produced by ONU Brasil on the campaign "Leave No One Behind" with excerpts from the documentary "Human" (2016). The second video was also made available by UN Brazil and it runs

through all 17 goals with a background of rap music.

Then, we began the lecturer with a brief explanation by Professor Gustavo Andrey Fernandes on the evolution of the objectives history, some theoretical definitions of sustainable development and the reasons for the workshop. Then the students Isabela Vanelli and Stefania Molina presented the results of the research done through the mural of the Buttons and explained how the dynamics would work.

The dynamic consisted of separating the participants into five tables, in which pre-determined SDG images and descriptions were available. In this way, each group had as main objective, in two different posters, to express in





Group in the beginning of the dynamics

writing or another form, characteristics of each SDG that is present in the FGV and what they would like it to be.

Finally, the last 30 minutes were spent so that the groups could share the posters and the discussions that emerged at each of the tables. We finished the event by collecting the posters and thanking everyone for their presence.

### ***Outputs and Impressions***

- In the end we had 15 students participating in the workshop and six organizers.

- The dialogue among the SDG and how they are interconnected was the main focus.
- Posters showed what activities already done within the Foundation's academic environment could be related to SDGs and what the participants would like them to be present.
- Students indicated the necessity of a group to lead the application of these SDGs within the institution, since activities that have been being carried out and that are aligned with the objectives are disconnected. There was a demand for more actions.



**Faculty workshop**

The SDG-PRME Workshop Pilot was offered to two groups at Methodist University of Sao Paulo, 46 undergraduate Business students and 20 professors and lecturers from Business and Engineer departments. The proposed methodology was only slightly adjusted. We adapted the power point presentation keeping the spirit of presenting real successful examples of MDGs and SDG implementation, using reports, business cases and mass media news. The dynamics were kept the same. The whole workshop took four hours, equally divided among theory and practice.

The initial goals of presenting the SDGs and creating space for reflection about future changes they proposed were fully accomplished. Both groups knew little about the SDGs before the workshop, and this initial presentation

provided a background for understanding the connections among social-environmental corporate responsibility and the knowledge and evolution of UN sustainable development initiatives. They could also realize the importance of common goals to guide the efforts to a sustainable development path in the future and the needy and urgency of implementing them through the whole productive and social chain. The following excerpts of evaluation outputs collected in the end of the workshop reflect this common understanding:

***For students:***

“We can not postpone to future generations what has to be done.”

“We are beginning the journey to a better future, promoted by a conscious shift and collective action.”





“I can be a better entrepreneur adopting the SDG vision.

### ***For professors:***

“The SDGs have the potential to initiate a paradigmatic shift in human development sciences forward a fair, equal, harmonious society, economy and environment.”

“The discussion was rich and the examples were excellent to provide a common understanding of the SDGs and their potential to create reflection and effective, real and constant change.”

From the coach point of view, there are still some improvements to be made before the workshop methodology could be generally applied. The form to present the SDGs to professors and lecturers should be based more in holding the space and providing the background to support generative conversations, considering their knowledge of their professional field and the educative actions needed to arouse awareness related to SDGs guidance. The fishbowl dynamic proposed created a rich discussion better applied to the whole process and not just to the final part of the workshop. Special attention should be devoted to blend

professors from different and complementary backgrounds, creating groups where new education practices and community and research project ideas could flourish.

Considering the students the presentation should be adjusted to more visual and impactful information, that could bring a systemic understanding before deepening the concepts. The number of goals and specific targets is a special dilemma for choosing the right amount of information that should be provided. The systemic approach should also be adopted in order to generate confidence and hope. During the students workshop the big effort was devoted to create the space for believing that change is possible, with reassuring the importance of SDGs in creating collective guidance for the emergence of hope in a better future.

The cooperative methodology applied to the workshop creation process and to the obtained results shared in the PRME group should also be highlighted. We personally believe that walk the talk is a must task while applying, teaching and implementing the SDGs. The path that we choose is a living example of the 17th SDG goal.



Network Brazil

## ***UN Global Compact Network Brazil***

### ***SDG integration in Business Strategy***

Implementation methodology for SDG Compass Guide

#### ***Context***

With more than 12 thousand participants in 170 countries, the United National Global Compact (UNGC) is the largest voluntary initiative of corporate citizenship in the world. Launched in 2003, the UNGC Local Network (LN) Brazil is the forth largest LN with more than 700 signatories.

With the Sustainable Development Goals (SDGs) launching in 2015, the UNGC undertake one more time the position of main channel between UN and the private sector, with the mission of engaging business towards SDG

accomplishment. At the local level, the LN Brazil promotes this engagement transversally through its six working groups - Anticorruption; Climate and Energy; Food and Agriculture; Human Rights; Water and the Sustainable Development Goals working group.

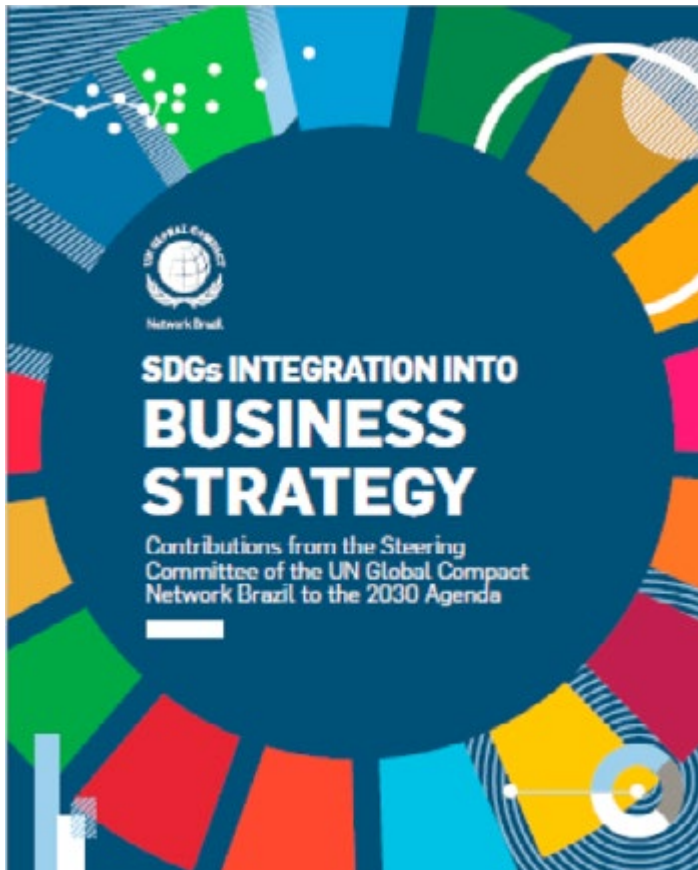
Coordinated by Itaú Unibanco, the SDG working group has the mission to engage business regarding this new development agenda, promoting partnerships, public policy dialogue and learning tools. In this regard, in 2016, the SDG working group developed a local methodology to implement the SDG Compass guide, aiming to help companies of all sizes and sectors in better understand the SDG agenda and its implementation in business strategy

#### ***SDG Compass workshops***

In collaboration with the Global Reporting Initiative and the World Business Council for Sustainable Development in Brazil, and with special support of Enel Brazil, Itaú Unibanco and Vale, the SDG working group design, the SDG Compass Workshop. In a one day period, the training brings case discussion and exercises for each of five steps of the guide. The workshop took place in four Brazilian States during 2016, reaching more than 400 participants representing private sector, NGOs and government agencies

**Workshop promoted in São Paulo, at Itaú Unibanco headquarters, in November of 2016**





## ***Study–SDGs Integration in Business Strategy***

The “SDGs Integration into Business Strategy - Contributions from the Steering Committee of the UN Global Compact Network Brazil to the 2030 Agenda” study was designed by SDGs Thematic Group of the UN Global Compact Network Brazil, as an attempt to promote this new development agenda in Brazil, aiming the engagement of business leaders. With the purpose of getting to know different efforts and challenges concerning the implementation of the 17 Goals among Steering Committee of Network Brazil member companies, the document intended to identify the maturity of the sampling within the five steps recommended by the SDG Compass Guide.

Among the analyses presented here, it is clear that the private sector will be able to use the SDGs as a planning tool to connect corporate strategy to global performance priorities and understand the major factors for successful implementation: importance of partnerships, joint efforts between sectors to accelerate transformation, engagement of senior leadership, long-term strategies and development of technologies that can enable more sustainable business models. Similarly, it is clear that there is a challenge of going beyond: doing business differently, focusing on goals and objectives that get ahead of the company core businesses, but are connected with the purpose of the company and in tune with the 2030 agenda.





## ANNEX 01 - Icebreaker Dynamics

We propose the use of an “ice breaking” technique with a dynamic called “Breaking Tabus”, following the steps:

The room should be with some squares marked on the floor (with tape) and signboard of which square is that. Participants should be instructed to fit in their square, for example: students of the engineering course in a square, students of the course of history in another square, students of the course of biology in another and etc., following the logic of separation of groups By similarity.

Having this division into groups by similarity the facilitator informs the participants that some questions will be asked and that they need to answer honestly. Questions can be projected on a screen and the facilitator can also read them out loud.

The questions need to become easier and each institution may feel free to propose the questions according to the group that will be applying the Workshop.

When the answer is positive to the question the participant in his square should move to the

center of the room.

### **Suggested questions:**

Who in this room ...

- Was the class clown?
- Are you the son of separated parents? (In a group of older employees a question group could be “who is step-father or stepmother?”)
- Do you believe in life after death?
- Have you seen a flying saucer?
- Do you love to dance?
- Has it been “ridiculous”?
- Do you feel alone?
- Are you in love?
- “Have you found the meaning of life yet?”
- and so on..

It is important to have a reserve of questions that can be used ensuring that all participants, without exception, move to the center of the room demonstrating that everyone has something in common in a certain way.

At the end a brief explanation by the facilitator about all of us having something in common, and something that unites us will be given.

Based on the produced video by TV2 Danmark:  
<https://www.youtube.com/watch?v=VEckV6-3Mil>

## ANNEX 02 - Fish Bowl Dynamics

We propose the use of the aquarium methodology, also known as Fish Bowl with the following steps:

1) Propose a controversial and deep issue that will lead to reflection on the role of the SDGs. This issue should be formulated for the public at the beginning of the presentation of the SDG and recalled throughout this presentation. We propose the following question: How will SDG impact its professional and citizen performance in the near future?

2) After finishing the presentation of the SDG, propose 10 minutes of free writing to allow each one to organize their ideas.

3) Assemble the aquariums. Suggestion: maximum of 25 to 30 participants, having therefore 25 to 30 chairs in the outer circle and five to six chairs in the inner circle.

4) All participants should sit in the outer circle. The moderator invites participants to share their reflections for a dialogue in the inner circle. A chair in the inner circle should always be empty, so that anyone in the outer circle who has something to contribute to the discussion can sit in the inner circle. If when moving to the inner circle all the chairs are occupied, someone who is already sitting and discussing should leave of their own free will.

5) Whenever the discussion gets out of focus the moderator can enter the inner circle and warn the group conversation to return to its original focus.

6) The moderator can intervene if a group is monopolizing the fish bowl simply by entering and forcing the exit of one of the representatives and then leaving.

7) Finish the aquarium when the discussion begins to get repetitive.

8) At the end, make a synthesis with the participants praising the main results of the discussion.

### **Download the dynamics toolkit:**

<http://www.kstoolkit.org/Fish+Bowl>

[https://www.unicef.org/knowledge-exchange/files/Fishbowl\\_production.pdf](https://www.unicef.org/knowledge-exchange/files/Fishbowl_production.pdf)

\*access in June 2017

## ANNEX 03 - Dynamics Outputs and Actions

This final exercise guides the collection of participants' actions and ideas, stimulating the collective construction of the group. Check out the step by step below.

- Materials needed: post-its and pens for participants.
- At the end of the dynamic held, the following question is taken up: How will SDG impact its professional and citizen performance in the near future?

The reflection of the participants at the individual level is stimulated to answer the question. The facilitator can use some guiding questions, making them think about their day-to-day routine, what actions and actions they will take to contribute to the Sustainable Development Goals. Personalize for different audiences:

- Teachers: How can I implement the SDG within the classroom? In methodology? How to stimulate reflections about it within the classes?
- Students: What can I do as a citizen to contribute to the SDGs? Within my company, what can I implement and / or suggest for management?
- Staff: What can I do as a citizen to contribute to the SDG? In my work routine, how can I collaborate? What can I change in my day-to-day life?

Participants should write their reflections in post-its. Post-its should be glued to a wall so everyone can see everyone's answers.

After the closing, the facilitator should collect the post-its and together with the responsible areas of the teaching institutions, create a work plan for the development of new initiatives and projects in relation to the SDGs.



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