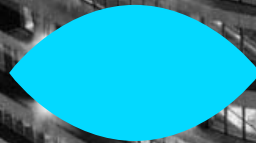


Sustai- nabi- lity

REPORT

2021

YEAR BASE 2020



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CHAPTER 1

President's Word

Dear reader,

The seventeenth edition of the ISAE Sustainability Report presents the results and how we kept our commitments in a year that was challenging but also special, as it was the twenty-fifth anniversary of the institution.

With a reporting methodology that values good educational practices, we publish information about our school and the innovative strategies that have allowed us to continue in the midst of a global pandemic.

The Sustainability Report is the embodiment of our greater commitment to transparency in relation to our stakeholders and the international initiatives to which we are signatory, such as the Global Compact, the Principles for Responsible Executive Education - PRME, United Nations Academic Impact and the Sustainable Development Goals .

During these 25 years, we have validated our legacy through the performance of thousands of students who contribute to the sustainable development of their companies, families and communities; through our national and international partnerships; through the professional excellence of the employees who work and who have already worked with us and by contributing to the production of knowledge to the market.

For the next few years, our focus will remain on people in a world without borders - facilitated by virtual interaction. With a transformative education, the ISAE student is the lead of its development and will continue to be guided based on ethical principles in favor of sustainable development and a more just, healthy and inclusive world.

Good reading!

Norman de Paula Arruda Filho
President of ISAE





CHAPTER 2

Institutional

ISAE is a Business School founded in 1996 in Curitiba, Paraná (Brazil). Since the beginning, the institution has guided its development by the formation of leaders aware of their role and responsibilities towards society.

During these 25 years, thousands of professionals had their histories crossed with ISAE's, in a training process always attentive to trends and management models practiced in the best companies and organizations in the world.

Our values, known as GISELE (Governance, Innovation, Sustainability, Ethics, Leadership and Entrepreneurship) are part of our DNA and translate into our programs:

- **Global Business Administration**
(Extension courses – short and long term)
- **In Company projects - Corporative and cooperatives**
- **Undergraduate degree**
- **Master's degree**
- **Graduate / MBA**
- **International Modules**





Brazilian states in which ISAE operates:



ISAE is affiliated to Fundação Getúlio Vargas (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, in addition to extensive operations in the national market.

Profile

Students



3713
students in 2020

The number is 40% lower than 2019, due to the impacts caused by the Coronavirus Pandemic.

Percentage of students by gender

PROGRAM	♀	♂
GBA (Extension courses)	67%	33%
Undergraduate degree	47%	53%
MBA	39%	61%
MBA Online	36%	64%
Master dregree	28%	72%
Others	41%	59%
Perspectivaction	51%	49%

Employee profile



58,6% female



41,4% male

Full time faculty profile



25% female



75% male

Part time faculty profile (ISAE Talent Network)



31% female

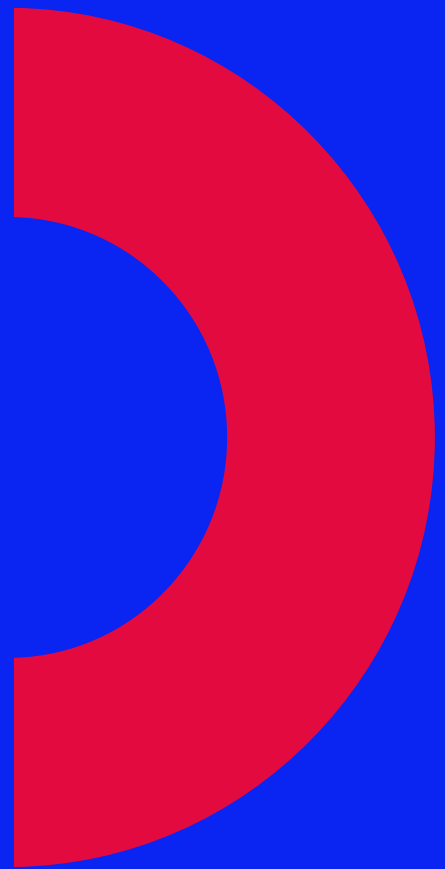
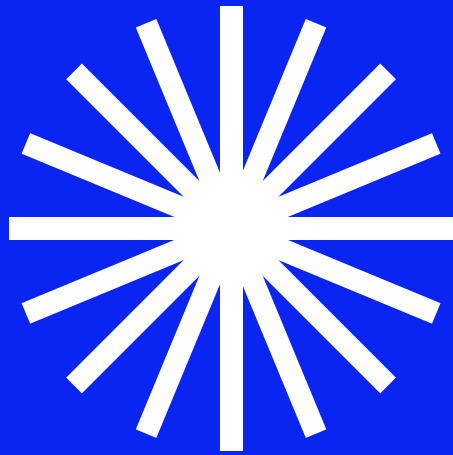


69% male



CHAPTER 3

Report Methodology



Since 2004, ISAE annually presents in its Sustainability Report the information related to our educational model, considering social, environmental and governance aspects. We believe that the document is a way of delivering accountability our stakeholders, sharing good practices and disseminating the initiatives to which we are signatories.

For the second time, we used the University Social Responsibility Indicators System (IRSI) - advanced level - guidelines created in 2018, by a PRME working group in Latin America. There are 181 indicators, which, through the methodology, correspond to international reporting models such as PRME's SIP (Sharing Information On Progress), Global Compact's Communication of Engagement, Global Reporting Initiative (GRI) and Sustainable Development Goals (SDGs).

PRME

Principles for Responsible Management Education



Rede Brasil



THE GLOBAL GOALS
For Sustainable Development

PRME

The Principles for Responsible Management Education (PRME) is an initiative based on six principles and supported by the United Nations. Founded in 2007, its objective is to transform the executive education of leaders more aligned with Sustainability and the Sustainable Development Goals.

Global Compact

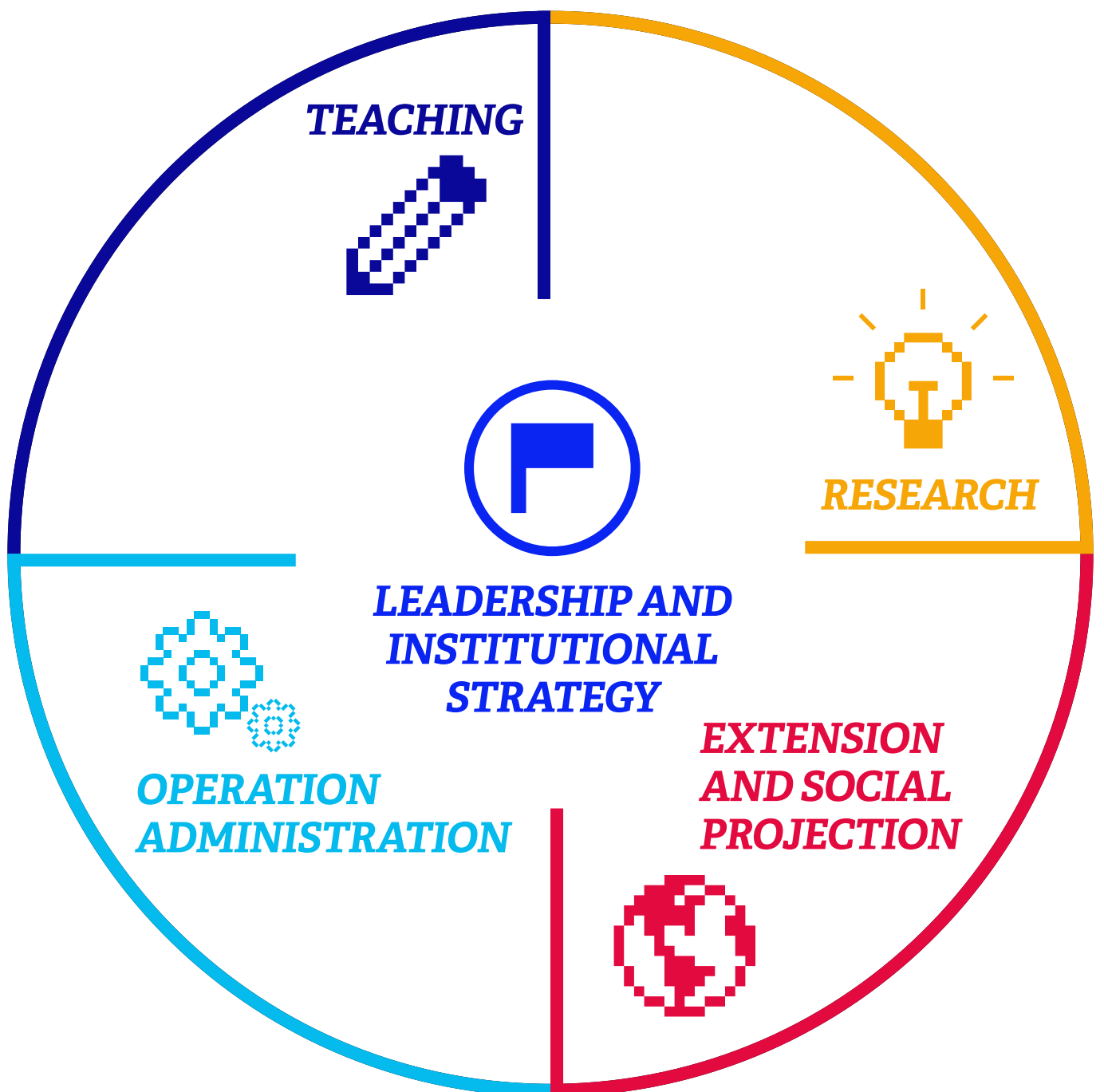
The Global Compact is a call for companies to align their operations with 10 principles related to Human Rights, Work, Environment and Anti-Corruption. It is now the largest corporate sustainability initiative in the world, with around 14,000 members in 70 local networks, covering 160 countries. ISAE has been a signatory since 2004.

SDG

The Sustainable Development Goals (SDGs) are a global agenda adopted during the United Nations Summit in September 2015, consisting of 17 objectives and 169 goals. We entered 2020 in the "Decade of Action" that marks the period of 10 years until 2030.



In this Report you will find the presentation of ISAE´s main performance milestones on themes related to sustainability in the period from January to December 2020 and our performance in the IRSU, divided into five main dimensions that constitute the substantive functions of any higher education institution:





All data presented here were compiled by the Sustainability Sector responsible for preparing the Report, with the support and engagement of all sectors involved.

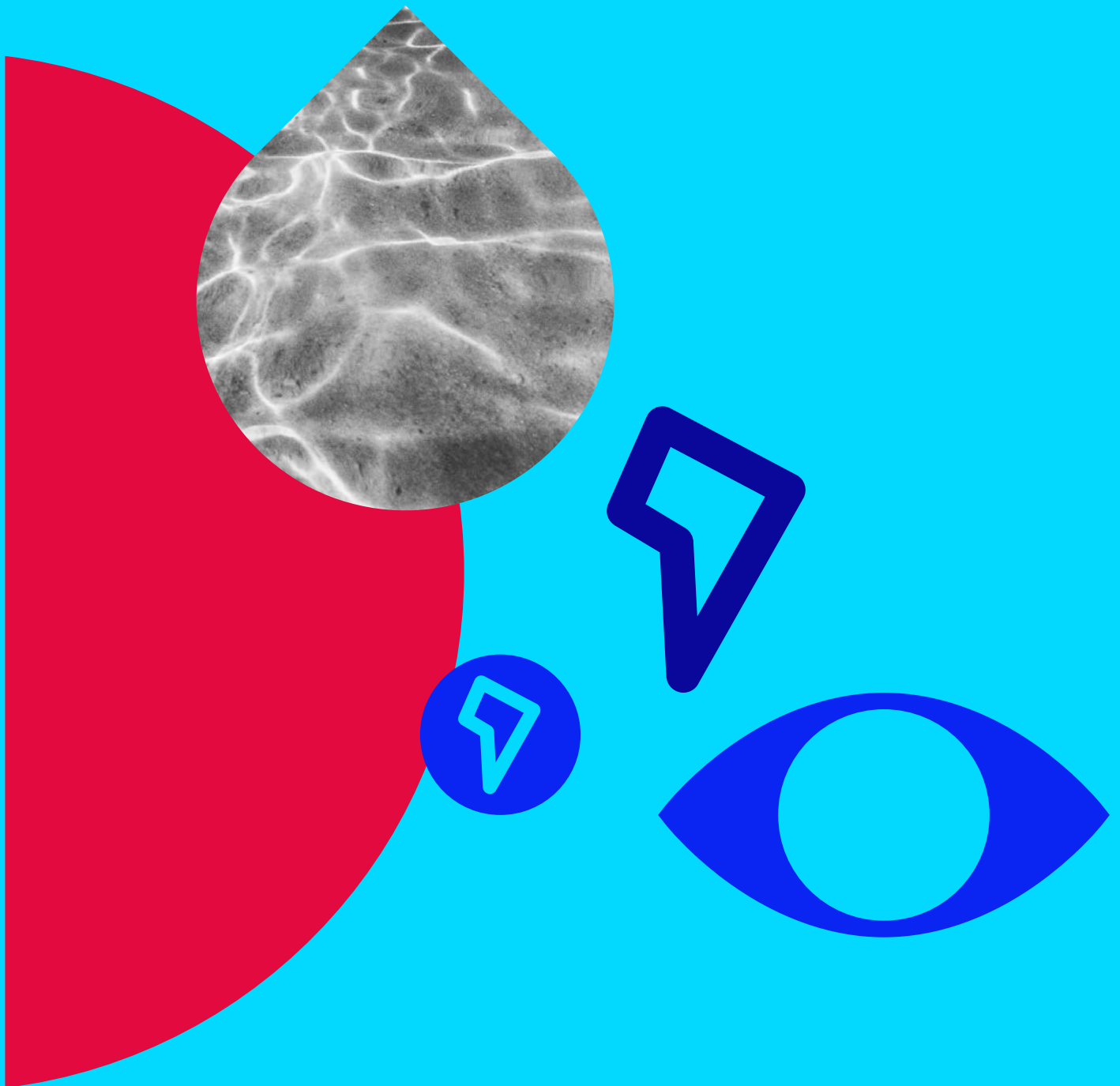
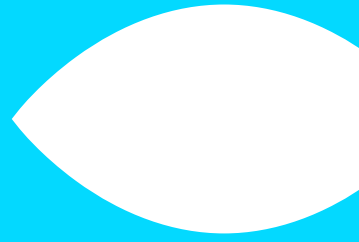
To facilitate the reading, the document is divided into chapters that outline the institution's profile, engagement actions, impact on stakeholders, sustainability strategy and indicators divided into

dimensions. Each dimension identifies the indicators through numbers and acronyms, which facilitate their identification and correspondence that can be viewed in the Index.

If you have any questions or need more information about this Report, send an e-mail to sustentabilidade@isaebrazil.com.br

CHAPTER 4

Dimensions of the Strategy





Leadership and Institutional Strategy

> Indicators L1 to L35

Due to the social distancing caused by the Coronavirus pandemic, ISAE migrated all programs from face-to-face classes to online learning. This transition accelerated projects that were already underway, such as digital transformation; adoption of “working from home” for the employees and the review of planning and strategic goals.

It was a big challenge, especially the process of making students sensitive to engage in the online programs. On the other hand, in corporate programs, distance courses were well accepted when they became

100% synchronous. In addition, companies had the advantage of adapting to the home office performance which brought more practicality to the participants, in relation to time and commuting to class. The changes in the classes format had a positive impact, not yet measured, on the ecological footprint of ISAE in relation to its activities, especially due to the reduced logistics of teachers and students.

ISAE enters 2021 stronger due to the transparent crisis management, in an assertive and committed manner by high level administration. The workforce is characterized by professionals engaged and motivated to continue the success of the institution's history in a post-pandemic world..

Mission Review

2020 was the year that drove us towards digital transformation; made us look for solutions and create value experiences in search of sustainable results. During the Institution's Strategic Planning, in December 2020, a re-reading of the mission was launched, adapted to the “new ISAE”:

“To be a protagonist of sustainable development, inspiring globally responsible leaders through transformative education.”



“Inspiring people and organizations to build sustainable legacies.”

By inspiring people and organizations, ISAE is immortalized by thousands of projects translated into actions that impact the journey of students, cooperatives and organizations, as well as transformations of value for society over these 25 years.



Teaching

> Indicators T1 to T37

The challenge of educating educators

In order to sensitize and prepare teachers to work in asynchronous and synchronous classes, using the tool chosen by the institution (ZOOM), in May 2020, ISAE organized a training workshop focusing on distance education techniques with active teaching methodologies. This training was given by Professor Guilherme Piazzetta and had the participation of teachers from the ISAE Talent Network - ITN and ISAE collaborators.

During the course, the fundamental principles of distance education, aspects related to neuroscience and cognition, differences between interaction, interactivity and virtual education were presented. The difficulties and obstacles of learning in this environment were also discussed and possible active methodologies in the distance education scenario were presented, as well as their characteristics and applicability.

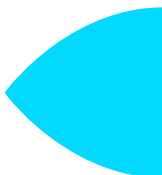
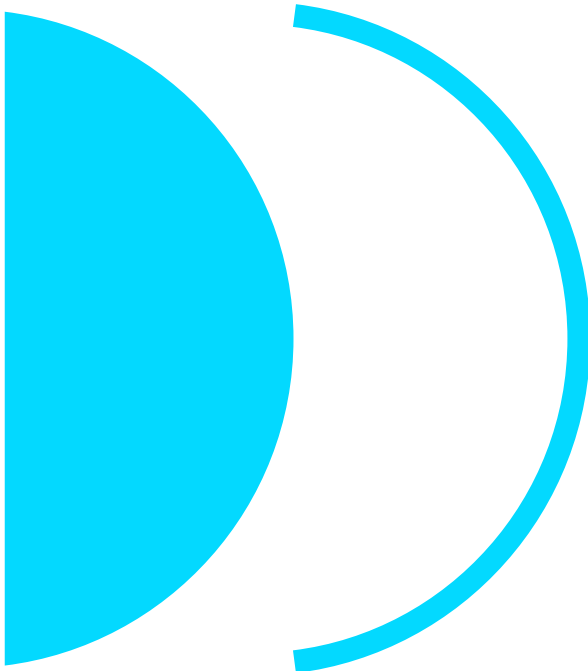
For the continuation of this work, mentoring moments were created throughout the year. This action aimed to clarify doubts and train new teachers and, as a result, we formed more prepared and reliable teachers during the conduction of the programs in such a challenging year for everyone.



In addition to this project and seeking to train professionals from the shared network of teachers with FGV, ISAE held the **Best Practices Workshop**, with professors who were references on the topic and who addressed teaching tools and strategies for online classes. 140 people from our network participated in the meeting, which focused on exploring the potential of online tools and co-creating strategies for learning experiences in digital format, and not simply digitizing education. As an output, the **ISAE / FGV Coordination Council** was created, where the course coordinators meet monthly to evaluate indicators, consolidate good practices and make decisions.

It is a great learning experience to be constantly exchanging and sharing best practices with our teachers who need to be constantly reinventing themselves to meet the needs of our students in this digital world.

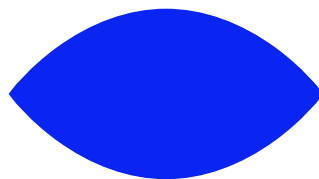
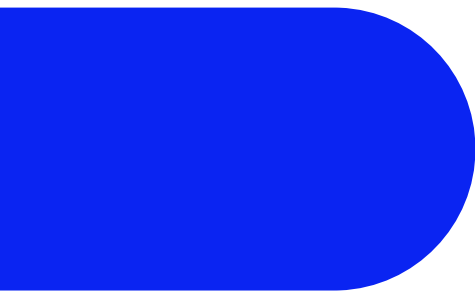
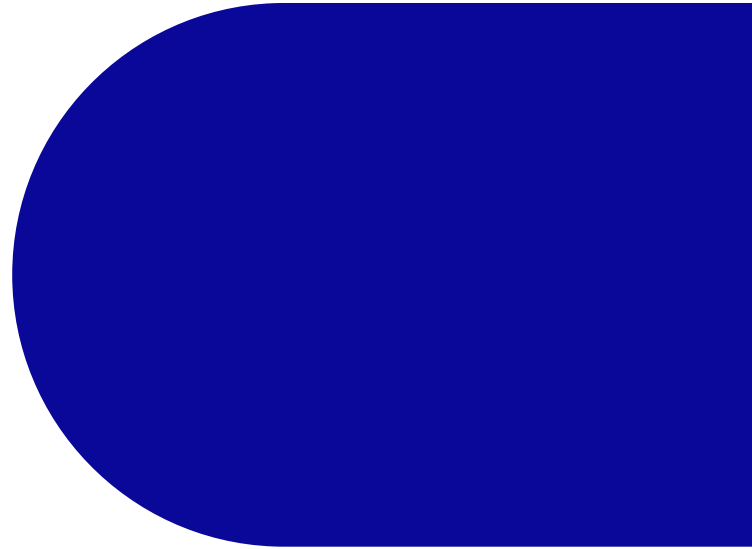
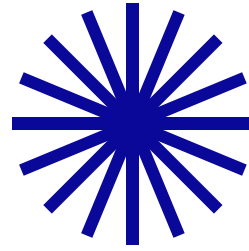
Cristiano Venâncio,
Education Manager at ISAE.



A new model of education

The ISAE ONLINE brand represents our position in the market of online education. Inspired by the concept of transformative education and aiming to develop a protagonist attitude of our students, ISAE ONLINE is based on four fundamental learning principles: 1. learning to know 2. learning to do 3. learning to be and 4. learning to live together, the four pillars of education by Professor Jacques Delors for UNESCO.

We entered the online market bringing 25 years of face-to-face teaching experience guided by the transformation of its students and believing that the future of executive education is hybrid: face-to-face and online. Thus, we seek, through an active learning model, to provide tools for students to become effective learners and protagonists of their own history, as well as conscious leaders responsible for transforming their lives and the people around them.





"By the end of 2020 the school launched the Technological Graduation Program in Cooperative Management, the result of a strong relationship of almost 20 years between the Institution and the cooperative world. The proposal of the course is to bring, in two years, a complete training for people who want to go deeper into the universe of cooperatives and at the same time meet the demands of the market and the requirements of professional training.

Cooperativism is recognized by the UN as one of the great incentives for achieving the Sustainable Development Goals, in addition to contributing strongly to the Brazilian economy within its different branches. There are more than R \$ 350 billion in total assets of cooperatives in our country."

Norman Neto,
Director of ISAE Brazil.

New ways of internationalization

The transition to the online model has also affected academic and mobility exchange programs. What first could be an obstacle, has become an opportunity for engagement and participation of more students in international initiatives.

Programa BSIEM

The BSIEM Program - Business for Social Impact in Emerging Markets - had an online edition for the first time. The initiative, which involved business schools in Russia, Colombia, Brazil and India, aims to create learning experiences considering the different contexts of the countries, connecting students with real problems and opportunities, enabling the transformation of major social challenges into successful business models. BSIEM was divided into 3 weekly modules, organized by Universities, as follows:

IBS/RANEPA - Russia

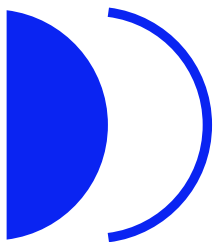
The program presented good practices from multinational companies operating in Russia, such as Coca Cola and IKEA, in addition to topics related to Corporate Social Responsibility. The coordination was made by Prof. Natalya Yankovskaya.

ISAE Business School- Brazil

We discussed the theme of Social Innovation, encouraging students to work on real problems in Brazilian organizations such as Bliive, Veever, Rooms Against Covid, GoodTruck and Agencia IS. The coordination was made by Prof. Gustavo Loiola..

Externado University - Colombia

With a focus on business at the Base of the Pyramid, the module addressed the understanding of different situations in these specific markets and, at the same time, creating solutions that improve the quality of life and include communities in vulnerable conditions. The coordinator was Professor José Alexander Mosquera.





It was a pleasure and a great opportunity to be able to work with real social entrepreneurs and listen to the excellent presentations of the experts. It was very exciting and turned me into a student inspired to continue learning more and more about social innovation. "

Ekaterina Barannikova
IBS RANEPa, Moscow

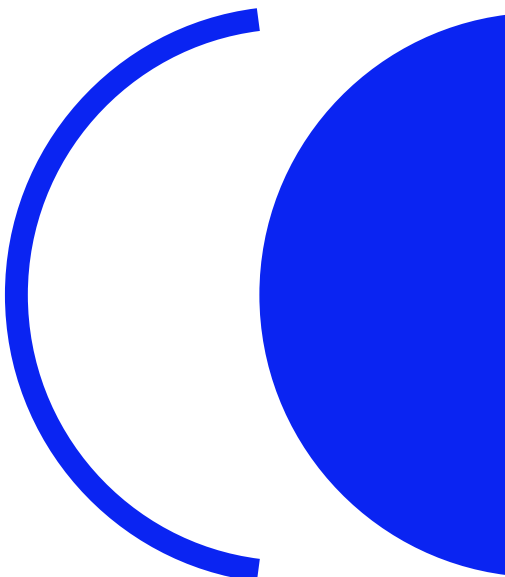


The cross-cultural experience, group discussions and the opportunity to learn more about the economic and cultural context of other countries was very rewarding."

Gustavo Wiziack Silva
ISAE Brasil

Due to the situation of the Coronavirus pandemic, the India module was not carried out in the year 2020, however all programs had insertions from Indian professionals and entrepreneurs bringing a perspective of the country. The articulation was made by Prof Nirja Mattoo.

In 2021 the program will take place again, 100% online, and with the inclusion of Mexico to the group of partners, through the University of Monterrey.



BSIEM received the SESI ODS Seal recognition as a reference project in post-pandemic actions.

International Executive Programme on Sustainable Sourcing & Trade

As well as BSIEM, the International Executive Program on Sustainable Sourcing & Trade also had its transition to the digital model. The first edition that took place in 2019, innovated with synchronous and simultaneous activities in Brazil and Italy, in partnership with Cranfield University. The program is a partnership with the SAI Platform and the UN International Trade Center, and addresses strategic issues in global supply chains and sustainable procurement.

11 leading academic institutions in the area of sustainability are part of the Network of Universities that build the course collectively, and act in the sharing of experiences and good practices in the theme.

In 2020 the topics covered were:

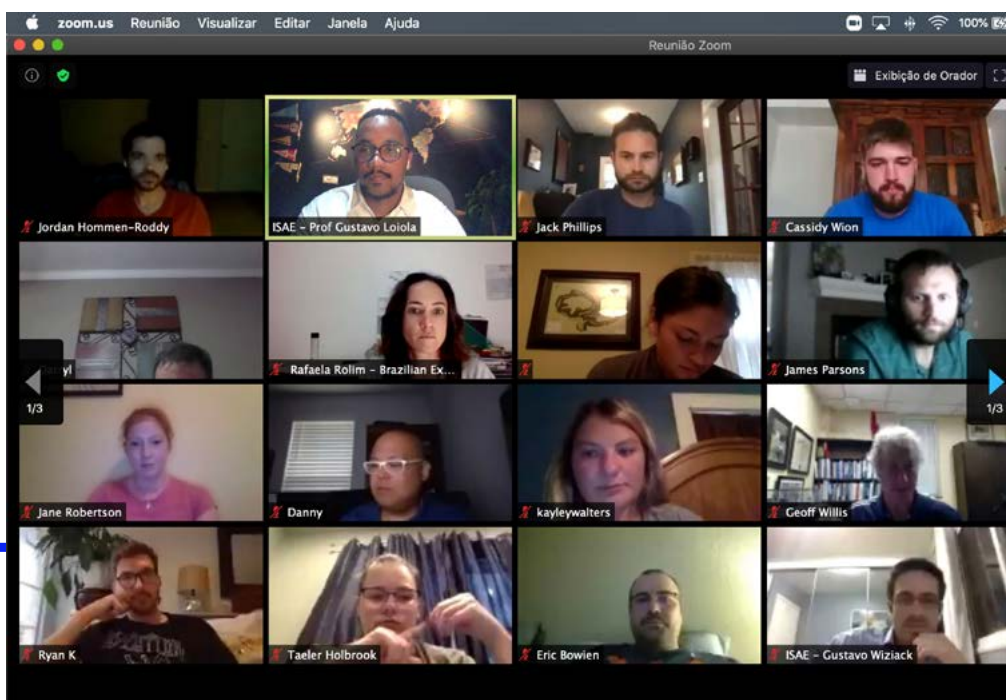
- Megatrends and impacts on sustainable supply chains - Prof Denyse Julien, Cranfield University
- Regenerative agriculture in practice - Prof Gabriela Alvarez, HEC Université de Lausanne
- Agri-tech panorama: from products to solutions - Prof Guilherme Piazetta, ISAE Business School
- Leading change beyond organizational boundaries - Prof Mathieu Lamolle, International Trade Center

Students developed practical solutions aimed at major global challenges and trends related to the value chain.

Perspectivação Internacional

Through a partnership with the Brazilian Experience agency, in 2020 we held an international workshop, between ISAE and the University of Central Oklahoma, involving students from Brazil and the

United States. Professors Geoff Willis (UCO) and Gustavo Loiola (ISAE) brought the Sustainable Development Goals as a theme in a discussion on **How to co-create a better world**.



The students interacted through the Zoom platform.



Ambassador of India Suresh Reddy

India Ambassador participates in the event organized by ISAE.

ISAE TALKS

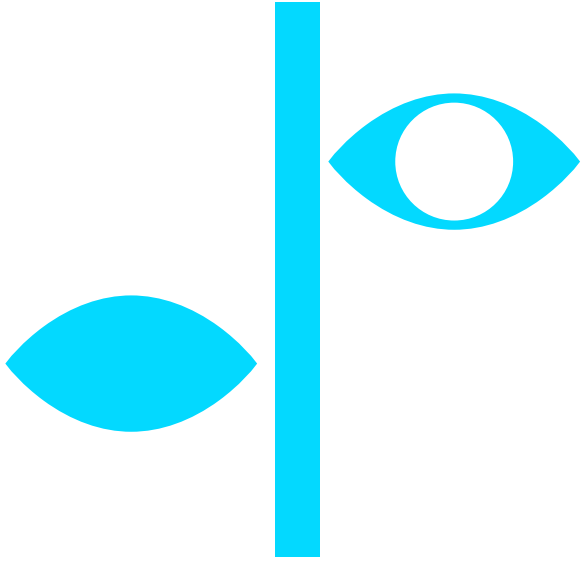
In order to promote broad access to knowledge, ISAE held a series of "lives", addressing themes related to the Sustainable Development Goals. The choice of subjects was related to the sustainability commitment and the SDGs that were considered a priority by its stakeholders during consultation in 2019. Mediated by the Sustainability Coordinator, Gustavo Loiola, ISAE Talks impacted more than 500 people and discussed:

Environment and Management: The post-pandemic world

Impacts and opportunities in the post-COVID environmental agenda, as well as business strategies and best practices in the face of the crisis

Speakers:
Leonardo Barrionuevo - CEO of the Brazilian Forest Conservation Company

Renzo Mori Junior - Professor RMIT Australia



 [Click here to watch \(in portuguese\)](#)



Diversity and Management

The debate involved topics such as gender, sexual orientation and race, their implications, challenges and opportunities within the companies' management model.

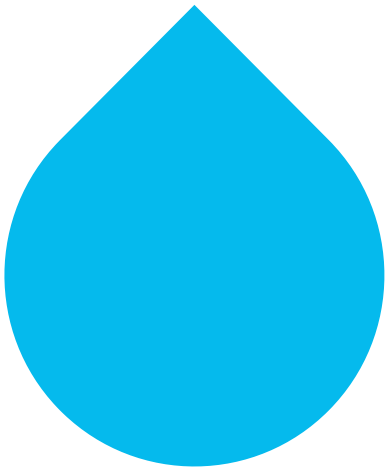
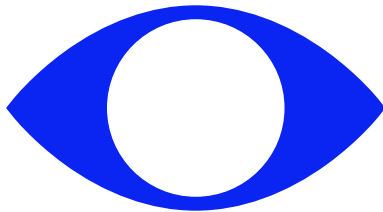
Speakers:

Yasmin Reis - Financial Advisor at Shell Brasil

Idilia Seixas Duarte - Latin America Manager for SAP Purpose & Brand Experience



[Click here to watch \(in portuguese\)](#)



Responsible Consumption and Production

Circular economy, efficient resource management and reverse logistics.

Speakers:

Leticia Cavassin Boeing - Grupo Boticário Coordinator

Nicola Gryczka - Founder of the Social Gastronomy Movement

Carolina Perlingiere - Corporate Sustainability Consultant and Co-founder of Rio Ethical Fashion



[Click here to watch \(in portuguese\)](#)

Gandhi's perspective and sustainable development

Held in partnership with the Consulate of India in Brazil, the webinar celebrated the birthday of Mahatma Gandhi, and brought together experts from India and Brazil with a focus on reflecting on more sustainable and fair leadership. The newly appointed Ambassador of India to Brazil, Mr. Suresh Reddy participated, reinforcing the importance of the event and the partnership between ISAE and India.

Speakers:

Rajni Bakshi - Member of Gandhi Smriti and Darshan Samiti - Ministry of Culture

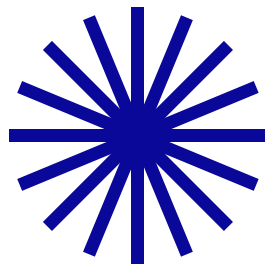
Dr. Mahesh Sharma - First Chancellor of Mahatma Gandhi Central University

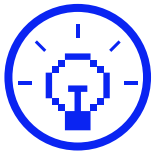
Leandro Uchoas - Director of Instituto Shanti Brazil

Dr.^a Nirja Mattoo - Associate Professor SPJIMR – India



[Click here to watch \(in english\)](#)





Research

> Indicators R1 to R20

With the mission of inspiring people and organizations to build sustainable legacies and with the institutional commitment signed with the UN initiatives (PRME, Global Compact, SDGs), ISAE's Professional Master in Governance and Sustainability, founded in 2013, is interconnected to the business world, which provides the expansion of the theoretical / methodological / scientific knowledge of students to solve practical problems in the daily life of society and its companies.

Inserted in the Environmental Sciences area, with a focus on Governance and Sustainability (the only one in Brazil to address the two themes together), in 2020, the lines of research were divided into five reference groups:

- Reference Center for Innovation, Governance and Sustainability
- Reference Center for Environmental Sanitation
- Reference Core in Governance and New Economy
- Reference Center for Social and Environmental Risk and Disaster Management
- Corporate Sustainability Reference Center

Numbers:

119



graduate students

Researchers:



12

teachers and

36

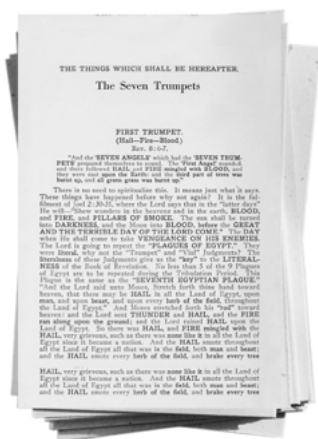
students (class 2019 and 2020)



3

participations in Research Centers
with partner institutions

In the 2017/2020 quadrennium, were published:



65 theoretical/practical works;



12 books



46 book chapters

All publications are connected to the Sustainable Development Goals, due to the institution's internal research policies.

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

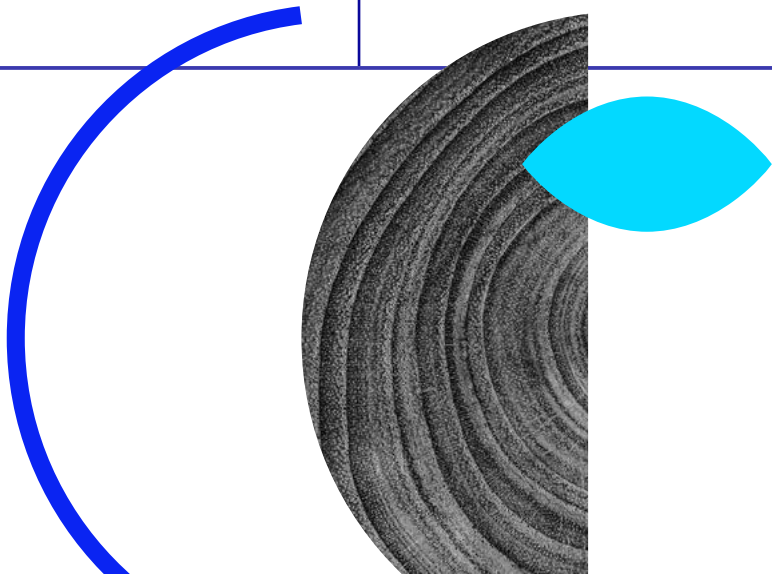


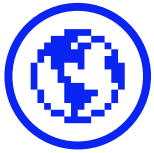
In 2020, the ISAE Research Center developed 12 research projects related to the SDGs, 9 of which are currently active, involving students from different programs such as Stricto Sensu, Lato Sensu and graduation:

Active Projects

RESEARCH PROJECT	SDGs RELATED	INSTITUTIONS INVOLVED
Sustainable Cities: Governance and Innovation	<p>1 NO POVERTY</p>  <p>3 GOOD HEALTH AND WELL-BEING</p>  <p>11 SUSTAINABLE CITIES AND COMMUNITIES</p>  <p>16 PEACE, JUSTICE AND STRONG INSTITUTIONS</p> 	   
National Institute of Science and Technology in Sustainable Sewage Treatment Plants	<p>6 CLEAN WATER AND SANITATION</p> 	     
Credit Cooperatives: Case Study of Credit Guarantee Companies in The State of Paraná	<p>17 PARTNERSHIPS FOR THE GOALS</p> 	 
Covid-19 Situation Mapping in The State of Paraná and The Metropolitan Region of Curitiba	<p>11 SUSTAINABLE CITIES AND COMMUNITIES</p> 	

<p>Risk Management for Socio-Environmental Disaster Reduction: From Concepts to Applicabilities</p>	<p>11 SUSTAINABLE CITIES AND COMMUNITIES  17 PARTNERSHIPS FOR THE GOALS </p>	<p> ISAE Brazilian Business School</p>
<p>Tourism in Pandemic Times: A Multi and Trans-Scalar Analysis</p>	<p>17 PARTNERSHIPS FOR THE GOALS </p>	<p> UFRJ faz 100 ANOS 1920 2020  ISAE Brazilian Business School and more 15 national institutions and four foreign institutions.</p>
<p>Cities and Solutions: Urban Ecosocioeconomies: Sustainable Socioproductive Chains that Promote Territorial Well Living</p>	<p>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 </p>	<p> ISAE Brazilian Business School  UFPR UNIVERSIDADE FEDERAL DO PARANÁ  PUCPR GRUPO MARISTA  Universidade POSITIVO  FURB UNIVERSIDADE DE BLUMENAU</p>
<p>Business Management and Sustainability: Proposal for an Application from The Creation of Sustainability Certification Indicator</p>	<p>9 INDUSTRY, INNOVATION AND INFRASTRUCTURE  12 RESPONSIBLE CONSUMPTION AND PRODUCTION </p>	<p> ISAE Brazilian Business School  UFPR UNIVERSIDADE FEDERAL DO PARANÁ  PUCPR GRUPO MARISTA  FURB UNIVERSIDADE DE BLUMENAU</p>





Extension and Social Projection

> Indicators E1 to E27

Ozires Silva Prize

The 13th edition of the Ozires Silva Prize took place on February 6, in Curitiba. The award ceremony, one of the most relevant celebrations in the segment in the country, is an initiative that recognizes ideas that collaborate for a more conscious and sustainable society.

Organized by ISAE with the support of the Ozires Silva Chair, PRME, Casillo Advogados and SEBRAE; and sponsorship by PixelSAV, Fecomércio PR, Fomento Paraná, NextPlan Consult; the theme of the edition was its patron and inspiring “Ozires Silva”, who participated in an innovative way in the event through a holographic projection carried out by PixelSAV.

The final stage of the 13th edition of the award had 48 projects from different regions of Brazil and 20 winners. The finalists represented sustainable entrepreneurship ideals developed in

the categories Social Entrepreneurship, Environmental Entrepreneurship, Economic Entrepreneurship and Educational Entrepreneurship, with subdivisions in three different modalities: Company (small, medium, large), Student and Individual.

In addition to the traditional awards, the Ozires Silva Prize honored leaders from Paraná who contributed to innovation, development and who projected Paraná on the national and international scene: João Castilho, Reinhold Stephanes and Jaime Lerner.

Professor Paulo Roberto Motta, president of the Brazilian Academy of Management Science, was honored for his dedication to teaching and his work that collaborates for the development of important sectors of Brazilian public administration.

The participation of the patron Ozires Silva happened through a hologram on the stage.





The GRPCOM Institute was one of the winners of the night.

Ozires Silva Chair for Sustainable Entrepreneurship

Launched in 2011, during the ceremony of the IV Ozires Silva Award for Sustainable Entrepreneurship, the Ozires Silva Chair for Sustainable Entrepreneurship has the purpose of fostering sustainable entrepreneurship and innovation, inspired by the work and legacy of Dr. Ozires Silva. Under the coordination of Rebecca Giese, the group brings together professionals, teachers and researchers from various higher education institutions in Curitiba and organizations.

In 2020 some of the highlights were:

- 8 Meetings on Innovation and Sustainable Entrepreneurship - Chair's Dialogues;
- Issue 3, volume 5, of REVISE Magazine was published in November 2020;
- "Experiencing the Company" - ONLIVE, visit to World Bank, financial conglomerate

of support to emerging countries that is in Washington DC, carried out in conjunction with the ISAE Perspectivaction;

- Webinar under the theme "Wings for Brazilian aviation: the crisis in the airline industry amid a pandemic", the event was presented by Dr. Francisco Lyra, reference in the sector;
- The project supported by the Chair, since 2018, at the Municipal School Margarida Orso Dallagassa, was one of the 12 projects that won the RCE award that were published in a book by the United Nations University.
- Re-launch of the book "The future is Smart", in the English version, for more than 30 countries, by PUCPRESS. The book was written by the member André Telles.



Cátedra
Ozires Silva

Online social training in Project Management

The Online Social Training Project was designed to assist social organizations with knowledge about project management in order to enable them to use their resources more efficiently and be more effective in their actions towards the community.

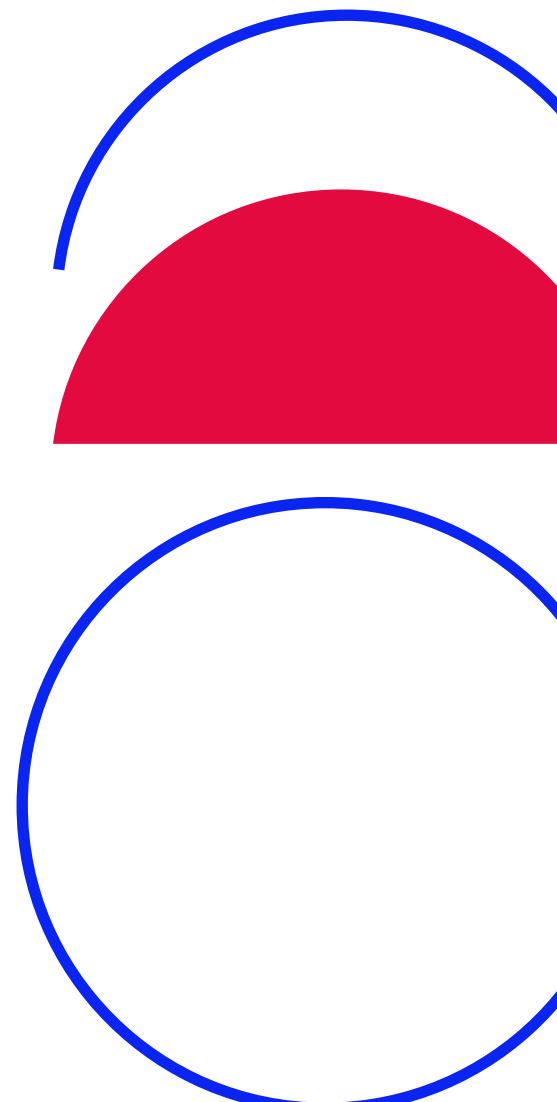
ISAE, PMI-PR (Project Management Institute), together with the Curitiba Volunteer Movement set up the program in partnership, engaging teachers, tools and mentors for a cycle of 12 lectures and some mentoring for organizations in the civil society (CSO).

The program addressed good project practices based on the PMBOK® Guide, divided into the following themes:

- **Fundamentals Project Management**
- **PM CANVAS Planning**
- **Stakeholder management and communication**
- **Scope Management**
- **Costs management**
- **Schedule Management**
- **Quality management**
- **Resource management**
- **Procurement Management**
- **Risk management**

In addition to the lectures, Social Institutions were encouraged to apply the concepts learned in mentoring with ISAE students, alumni and teachers. Mentoring was carried out in virtual meetings, telephone calls and message exchanges.

The project received more than 200 applications. 26 CSOs were selected, with 52 participants, based on criteria such as belonging to the state of Paraná, carrying out social impact activities, having a history of commitment and commitment to their beneficiaries.



ISAE Knowledge Weeks

Knowledge Week was a *Perspectivação* project that sought to carry the message of renewal and hope through spirituality. In addition, it provided the opportunity to experiment with practical tools and approaches in the search for joint solutions to leadership challenges in times of crisis.

The **Knowledge Week** took the form of online and live workshops. The videos of the classes are available on Youtube for students and society in general..



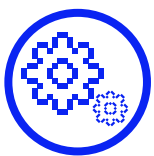
[Click here to watch \(in portuguese\)](#)



Spirituality Week	Leadership Week
+ 760 views on Youtube	+ 2122 views on Youtube
Prof. Guilherme Giese	Prof. Guilherme Piazzetta
<p>Themes:</p> <ul style="list-style-type: none"> • The power of thought • Mental management • Energy management • Emotional management • The power of sound • The regenerative power of sleep 	<p>Themes:</p> <ul style="list-style-type: none"> • Mental model of innovative leadership • Resilience, emotional intelligence and overcoming strategies • Communication tools, task tracking and remote results management • Cost reduction strategies in times of crisis • Activation plan for new results.



ISAE's new headquarter



Operation Administration

> Indicators AE01 to AP05

In the year 2021, ISAE celebrates its 25th anniversary and inaugurates its new headquarters in one of the main commercial addresses of Curitiba, Shopping Estação. In a partnership with BRMALLS, one of the largest shopping center managers in Brazil, the space, to be opened in April, provides greater ease and comfort to students, teachers, employees and partners.

There is a coworking environment that gives the people involved in our educational process an even better experience in terms of collaboration, exchanging of knowledge and the strengthening of their network. In addition, everyone can enjoy the benefits of being in a shopping mall, like a large food court and facilities square.

Transparency in the relationship with employees

The month of March 2020 was marked by the advance of the Coronavirus in Brazil and in the world. ISAE, attentive to the safety of its collaborators, students and teachers, started its activities in the "working from home" model on March 19th.

With the team working 100% online, through the Crisis Management Committee the institution held daily meetings with senior management to monitor the crisis, communicate and take necessary actions for the continuity of the business.

Teachers and employees were trained in record time to become familiar with distance learning platforms (Zoom, Teams, D2L). In addition, ISAE launched a package of preventive measures for the sustainability of the business in the midst of the crisis:

- Review of the company's goals and strategy
- Process automation
- Remote management;
- 100% of the working from home team since March / 20;
- Labor negotiations in agreement with the Union of Employees in Cultural Recreational Entities of Social Assistance, Guidance and Professional Training in the State of Paraná - SENALBA-PR and the Union of Teachers of Higher Education in Curitiba and the Metropolitan Region - SINPES;
- Cost rationalization;
- Review of projects and suppliers
- Reduction of staff;
- Readjustment in the workload and remuneration.



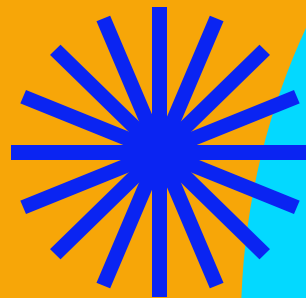
Employee support measures:

- Employment maintenance clause and labor rights ensured by agreement;
- Maintenance of benefits such as health insurance, dental insurance and food vouchers;
- Association with PAE - Employee Assistance Program, in partnership with VR Benefits and Prática Consultoria, which work to improve the quality of life and well-being of employees;
- Registration of employees in Emergency Worker Aid, provided by the Federal Government
- Bonus payments on food stamps and meal vouchers.

CHAPTER 5

Engagement and Protagonism

Being engaged in projects and initiatives that generate transformation in society is part of ISAE's vision as a Business School. Education has an essential role in forming new leaders, but also in contributing to sustainable and inclusive development, through partnerships with public and private institutions, getting involved in different social sectors, both nationally and internationally.



National Engagement

- ▶ We Can Paraná Movement (Nós podemos Paraná)
- ▶ Business Pact for Integrity and Against Corruption - Instituto Ethos
- ▶ Institute World of Work
- ▶ Council of the Association of Sales and Marketing Managers of Brazil (ADVB)

▶ CPCE - Paraná Council for Corporate Citizenship

In addition to being part of the Superior Council of CPCE, ISAE is represented by the IT Process Analyst, João Oliveira in the Junior Council of CPCE, which is a thematic initiative of corporate responsibility that brings together young leaders to represent their companies in the guidelines of sustainable development.

During 2020, some projects were carried out to develop and share the 2030 Agenda for other young people, such as the Youth and United Nations Webinar, CPCE Mentorship and the Mind Maps project.



It is important to mention the opportunities for professional development for the young representatives in the initiative, in view of the active voice in an important federation of industries in Brazil and mentoring a former president of a multinational, for example."

João Oliveira,
IT Project Analyst

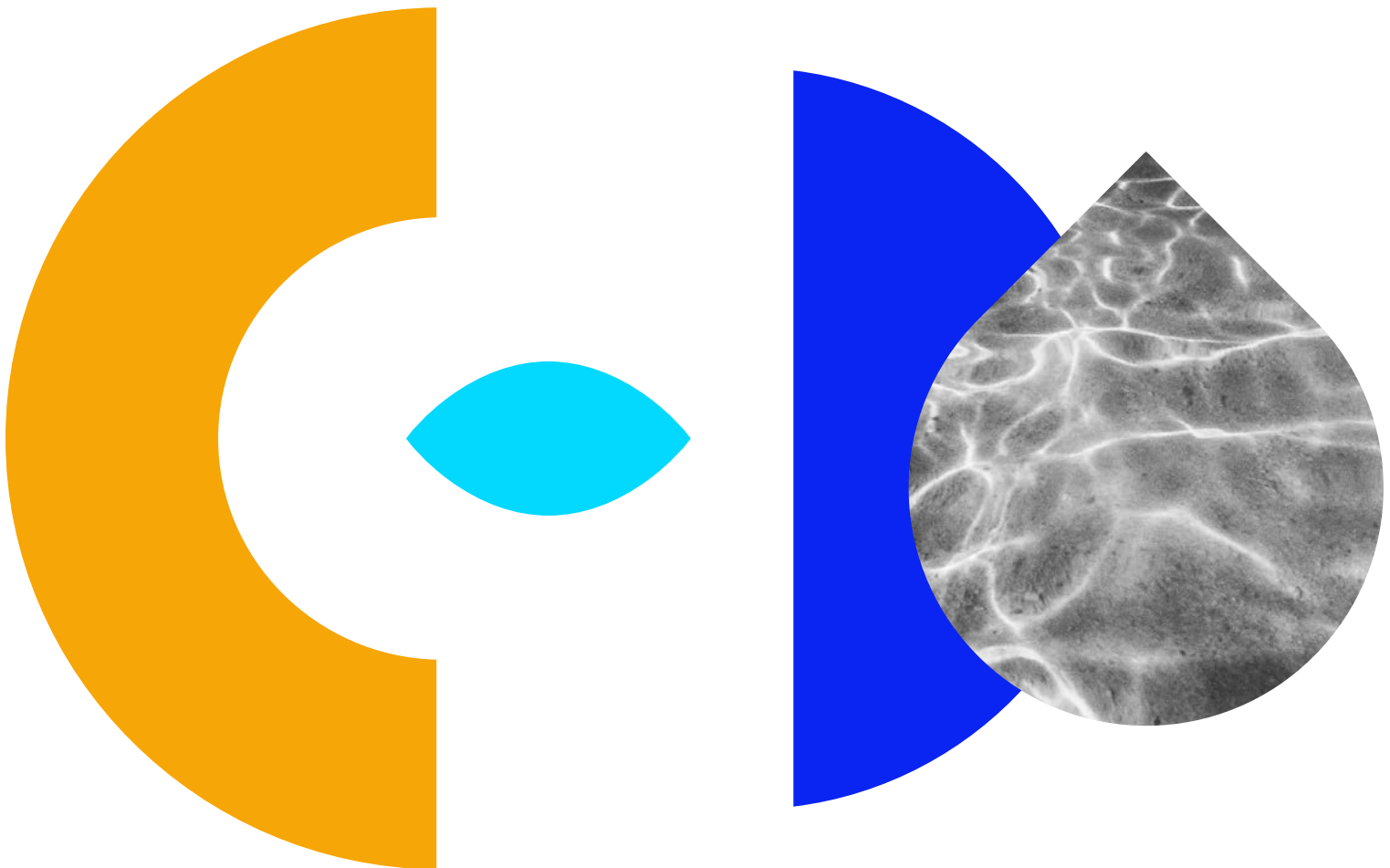


▶ World Trade Center (WTC)

→ Member of the Advisory Board of Global Compact Brazilian Network (CORB)

In 2020, the Global Compact Brazilian Network went through a transition process when it became an Institute. ISAE became a founding member of the Institute along with 6 other companies, contributing even more effectively to the level of governance of the Network.

In addition, we are part of the **Action Platform to Communicate and Engage**, in the form of Norman Arruda Neto, director of ISAE Graduation, and of the **Governance Committee of Brazilian Network**, with the representation of our President Norman de Paula Arruda Filho.





- Member of ABES - Brazilian Association of Sanitary and Environmental Engineering.

- Superior Council of the Paraná Commercial Association

- Council of the Association of Companies of the Industrial City of Curitiba - AECIC

- AMCHAM - Multisectoral Business Association

- Member of the Brazilian Academy of Management Science

→ Participant of the Innovation Ecosystem Governance Committee of Curitiba and Metropolitan Region

Gustavo Loiola, who coordinates the ISAE Business Program, and Norman Neto, director of ISAE, became part of the Committee, which is multidisciplinary and has four working groups: Governance, Events Agenda, Day of Support to

Innovation and Monitoring of Indicators. The advisory board involves representatives of institutions, universities, companies, startups, investors, the public sector, among several agents operating in the Pinhão Valley, the movement of the local ecosystem.

International Engagement

PRME Signatory

ISAE's engagement with the PRME has been historic since before the foundation of the initiative, in discussions started in 2005.

Currently as members of the PRME Champions Group, we are part of a select group of institutions that develop projects and partnerships in order to promote innovation within the educational models focused on the Sustainable Development Goals.



PRME Global Board.

In 2020, the President of ISAE was invited to participate in the PRME Global Board. Norman joined a consultative group that provides strategic and ongoing policy advice for the PRME initiative in a comprehensive manner, in addition to recommendations for management, signatories and other interested parties.



9th PRME LAC Assembly.

Even with social distance, we organized the 9th PRME LAC Regional Meeting, with the participation of deans, directors, specialists and the community. The meeting discussed the role of PRME schools in the post-covid era across Latin America.

At the event's General Assembly, Gustavo Loiola, ISAE's Sustainability and Internationalization coordinator, was elected as chair of the initiative, and Victoria Gonzalez (Cetys Universidad, Mexico) took over as co-chair.

- Global Compact signatory (since 2004)
- Globally Engaged University, an initiative by UNITAR - United Nations Institute for Training and Research
- United Nations Academic Impact (UNAI)
- University Global Coalition
- Women’s Empowerment Principles
- REDULAC - University Network of Latin America and the Caribbean for Disaster Risk Reduction
- CEEMAN - Central and East European Management Development Association

ISAE's President, Dr. Norman Arruda Filho, was awarded the CEEMAN Champions Award as “Responsible Management Educator of the Year”. The award enshrines its national and international trajectory. In total there were 15 nominations from 13 institutions in 11 countries (Germany, Brazil, Ka-

zakhstan, Latvia, New Zealand, Oman, Peru, Poland, Russia, Switzerland and Ukraine).

The award was part of the CEEMAN Annual Conference, which had more than 150 participants from around the world.

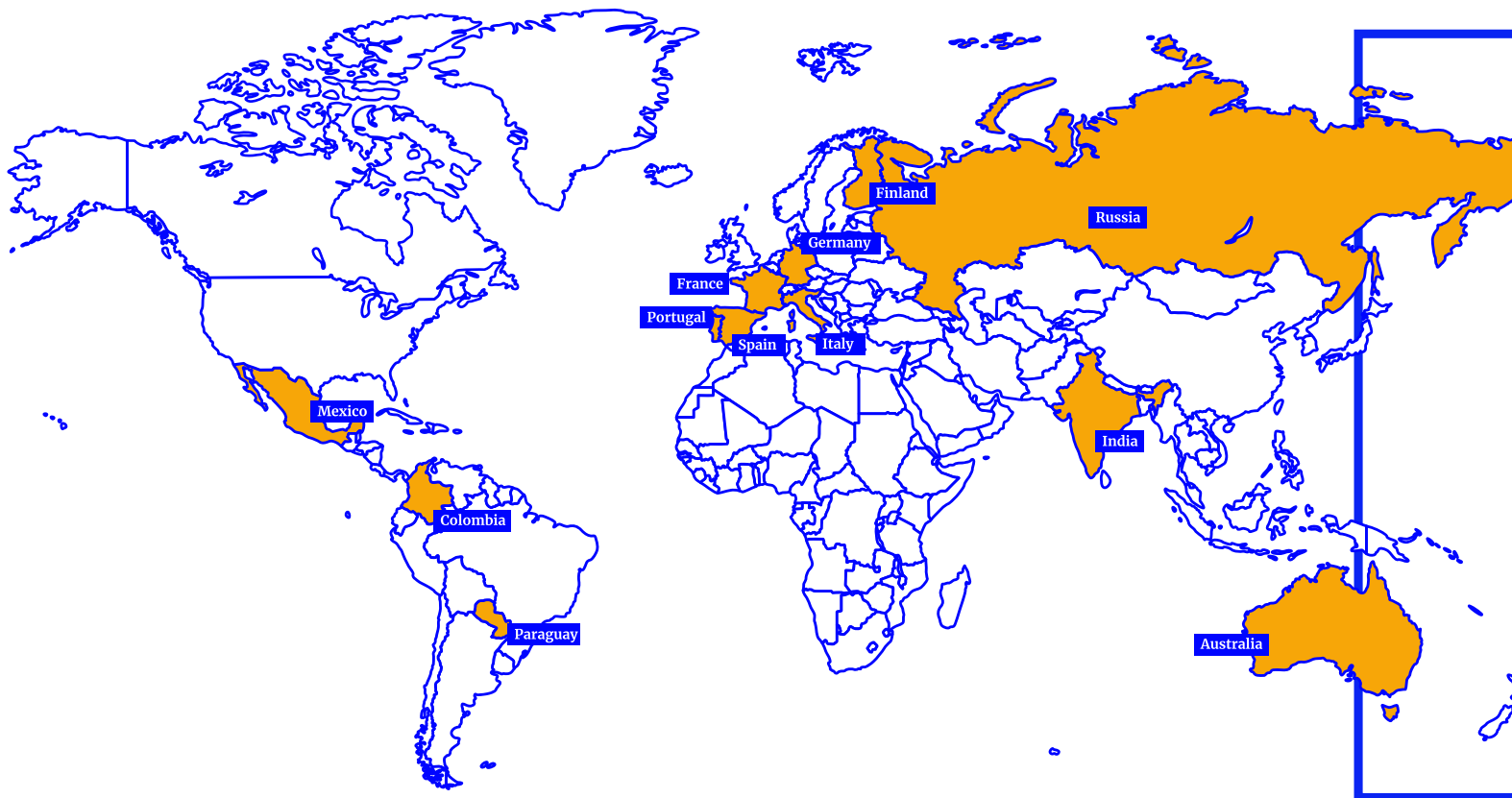


- ABBS - Association of BRICS Business Schools
- CLADEA - Latin American Council of Business Schools
- EQUAA - Education Quality Accreditation Agency

International Presence

Educational Institutions must act as facilitators and stimulators in the formation of knowledge networks. The International Relations Office has the mission of developing, promoting and articulating actions and products integrated with national and international institutions, in Brazil and abroad.

Through a global cooperation network, the generation and dissemination of knowledge involving the most recent and recognized management practices is encouraged. Check below the countries where ISAE has partnerships:

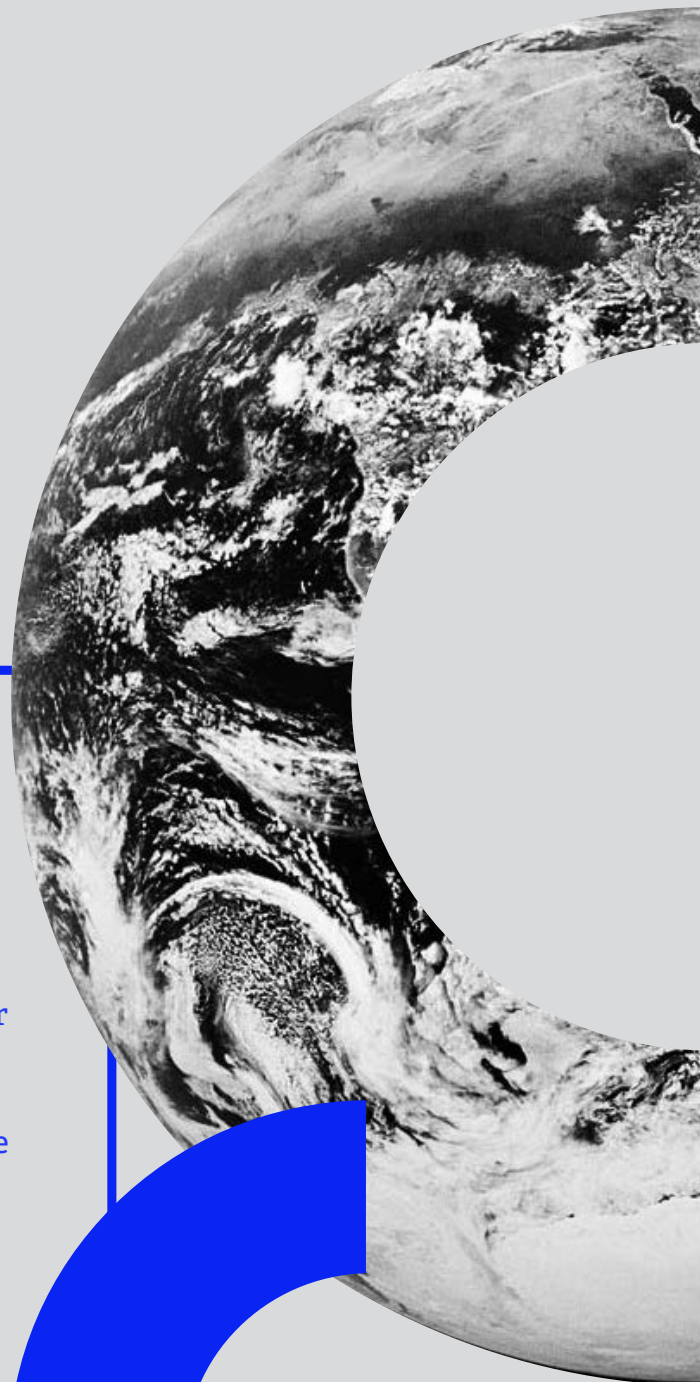


- **La Trobe Business School** - Australia
- **Hanken School of Economics** - Finland
- **Audencia Business School** - France
- **Universidad de Monterrey** - Mexico
- **SPJIMR** - India
- **Universidad Externado** - Colombia
- **IBS RANEPa** - Russia
- **Regional College of Management** - India
- **Mahatma Gandhi University** - India
- **Fachhochschule Graubünden University of Applied Sciences** - Germany
- **Steinbeins University** - Germany
- **Universidade dos Açores** - Portugal
- **CUOA Business School** - Italy
- **Centro de Investigación y Estudios Avanzados** - Paraguay
- **Universitat de Barcelona** - Spain
- **CASM Cologne Business School** - Germany

CR 3 + 2021

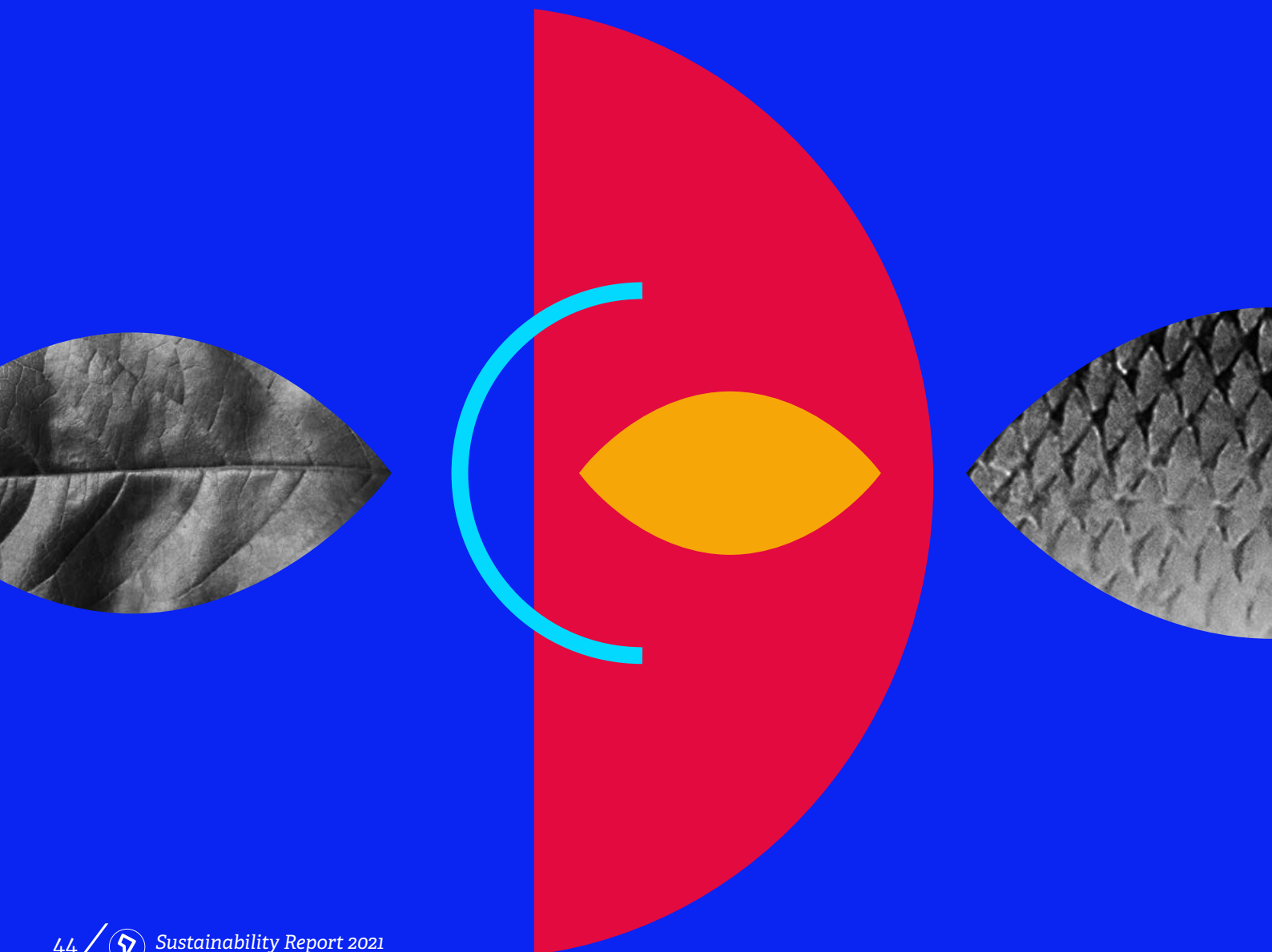
CR3 + is an initiative carried out jointly by ISAE, Audencia Business School, La Trobe Business School and Hanken School of Economics. In 2020 ISAE would host the 8th Edition of the Scientific Conference, however due to the pandemic the meeting was transferred to 2021. With the theme “Innovation shaping a Sustainable future”, the conference seeks to bring together researchers, teachers, students and authorities with a focus on social responsibility, sustainability and innovation.

www.cr3conference.com



CHAPTER 6

Relationship with stakeholders and sustainability strategy

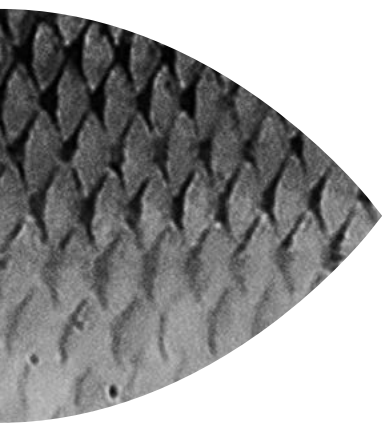


In that atypical year, the relationship with our stakeholders had to be adapted. The face-to-face events and meetings became online, synchronous and asynchronous activities. We intensified the dialogue with these audiences, which we consider to be a fundamental part of the role played by a business school that is concerned with its impact on society.

For the construction of the report, we consulted different stakeholders through online research, seeking to understand their perception in relation to ISAE, sustainability and the Sustainable Development Goals.

Main ISAE stakeholders:

- ***Student***
- ***Alumni***
- ***Collaborator/Staff***
- ***Teacher***
- ***Advisor***
- ***Board Member***
- ***Supplier***
- ***Institutional Partner***
- ***Corporations and Companies***

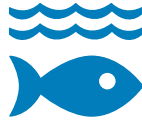


92,3% indicated that they know or may know the SDGs

13 CLIMATE ACTION



14 LIFE BELOW WATER



15 LIFE ON LAND



These are objectives that stakeholders believe that ISAE has less actions to contribute to the theme or have a negative impact.

4 QUALITY EDUCATION



8 DECENT WORK AND ECONOMIC GROWTH



17 PARTNERSHIPS FOR THE GOALS



SDGs are considered the ones that the institution contributes the most and have a positive impact.

"Networking with executive students and reference companies in the state of Paraná, Brazil and internationally."

"APPLICABILITY OF SUSTAINABILITY IN THE DAILY LIFE OF ISAE"

"Responsibility and commitment to society"

"TRANSFORMATIVE EDUCATION"

"Disseminator of the SDGs to the leaders of public and private entities, making this a pyramid of good."

ISAE Sustainability Actions

We also question which ISAE programs and actions related to sustainability are best known.

During our 25 years, we have acted as a pioneer in different United Nations initiatives,

such as the Global Compact and PRME, in addition to integrating sustainability and governance in a transversal way within our organizational practices. Check below the complete list of projects and their connection with global initiatives:

Environmental Preservation Actions

GC 7, 8, 9

PRME 2, 6

SDGs 2, 3, 4, 11, 12, 13, 14, 15

- Solid Waste Management Plan
- Awareness campaigns
- Guiding e-books

** In 2020, on-site actions were extinguished (such as Horta Orgânica and Compostagem). ISAE reinforced employee awareness and home care actions.

Social actions

GC 1,6

PRME 2, 3, 4, 5, 6

SDGs 1, 2, 3, 4, 5, 8, 10, 11, 16, 17

- Transbordar Project (Undergraduate scholarships for the community)
- Uaná Comunidade Project with collection of donations, toys and actions such as Volunteer Day, Children's Day and Christmas
- Uaná Women Entrepreneurs Program
- Scholarship Program for employees and students (national and international programs);
- Uaná Management Training Program for social organizations

NOTE:

• GC - Principles of the Global Compact

The ten principles of the Global Compact are derived from the Universal Declaration of Human Rights, the Declaration of the International Labor Organization 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 the day-to-day operations.

Check out the principles on the Global Compact website:

<https://www.unglobalcompact.org/what-is-gc/mission/principles>

• PRME - 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 good practices and engage in initiatives and projects.

• SDG - Sustainable Development Goals

See the full list of SDGs by [clicking here](#).

Performance in other segments

GC 1, 2, 6, 7, 8, 9, 10

PRME 2, 3, 4, 5, 6

SDGs 4, 8, 9, 16, 17

ISAE participates in councils, initiatives, associations and movements, as presented in the Extension and Social Projection dimension.

MBA, GBA and Master courses

GC 1, 2, 7, 8, 9, 10

PRME 1, 2, 3, 4, 5, 6

SDGs 4, 6, 8, 9, 10, 11, 17

- Reference Groups and Research Groups
- First master's degree in Brazil in Governance and Sustainability
- Corporate programs on the theme of Sustainability

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

Below are the most addressed SDGs within ISAE programs:



Responsible Management

GC 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
- Ethics and Conduct Manual for Employees and Suppliers
- Good Governance Practices
- Image Crisis Management Committee

Perspectivação Extension Program

GC 6, 7, 8

PRME 1,2,3,4,5, 6

SDGs 4,8, 9,10, 16,17

Lectures, Workshops and Training

GC 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
- Training on SDGs for employees and teachers
- Workshops on SDGs in Perspectivation Extension Program
- Technical visit to learn about the sustainable performance of large companies
- Lectures at other national and international institutions on sustainability

Institutional partnerships

GC 1,2,6,7,8,9,10

PRME 5.6

SDGs 17

- Paraná State Government - Local Hub 2030
- Curitiba Agency - Vale do Pinhão Project
- Cooperation Program with Casa Militar
- Technological Development Secretariat of the Federal University of Rio Grande do Sul (SEDETEC - UFRGS)
- National Institute of Science and Technology in Sustainable ETEs
- IMAP - Municipal Institute of Public Administration
- Partnerships with international educational institutions

Stakeholder consultation survey

GC 1,2,6,7,8,9,10

PRME 5.6

SDGs 4.17

Basic research to prepare the sustainability report and stakeholder knowledge analysis in relation to the theme x institution.

Ozires Silva Prize for Sustainable Entrepreneurship

GC 4,6,7,8,9

PRME 1,2,3 5,6

SDGs 4,9,10,11,12,16,17

The award is promoted by ISAE and recognizes the best projects in the areas of entrepreneurship and sustainability across the country.

Partner Network Program

PRME 5.6

SDGs 3,4,8,11,12,16,17

It aims to disseminate sustainability and the 2030 Agenda among ISAE stakeholders.

ISAE Alumni Project

PRME 2.5,6

SDGs 4.17

A relationship community formed by students and alumni.

ISAE Business

GC 4, 6, 7, 8, 9

PRME 1,2,5

SDGs 1,8,9,10,11,17

Startup accelerator for ISAE students.

Promotion of research and knowledge on sustainability

GC 4, 6, 7, 8, 9

PRME 1,2,3,5,6

SDGs 4,8,9,10,11,12,17

- Graduation challenges with technical production focused on Sustainability
- Ozires Silva Chair
- Master's Research Line focused on Sustainability

Sustainability report

GC 7, 8, 9

PRME 1,2,3,4, 5, 6

SDGs 16, 17

Annual publication aimed at communicating ISAE's goals and actions on sustainability with all stakeholders.

Corporate governance

GC 10
 PRME 2, 5.6
 SDGs 8,9,11,12,16,17

Management and Fiscal Councils, Independent Audit, Governance and Sustainability Committee and Image Crisis Management Committee.

Compliance

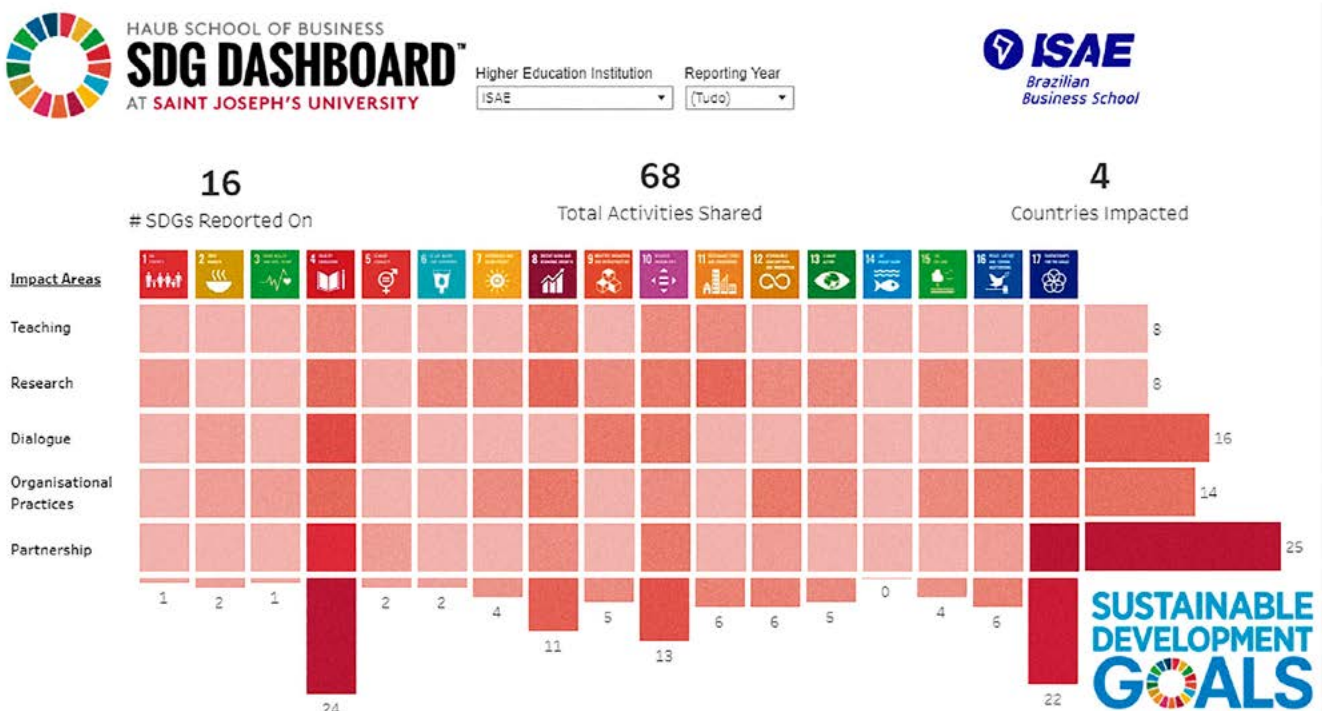
GC 6, 10
 PRME 2, 5.6
 SDGs 16

Attention to any type of complaint within the institution, search for the Pro Ethics Seal recognition.

SDG Dashboard

ISAE reports its contribution to the SDGs in other ways. The SDG Dashboard is a collaborative reporting and data analysis platform for global business schools to share their best practice impacts on the United Nations Sustainable Development

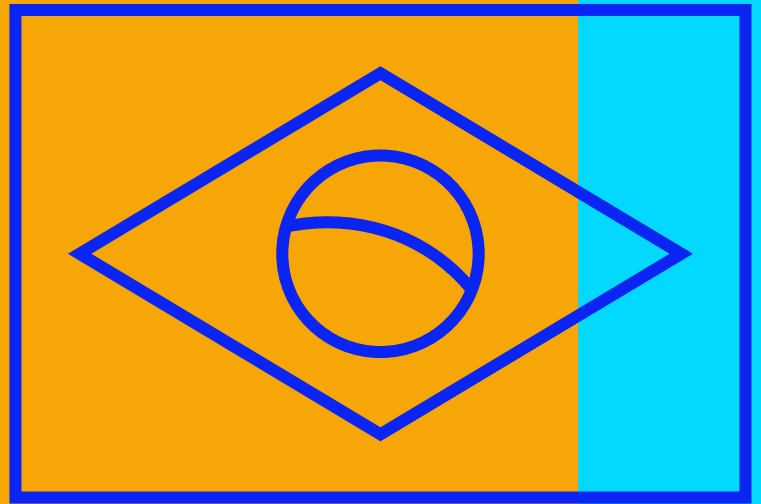
Goals (SDGs). Developed by Saint Joseph University, the framework allows for a comparison and analysis of advances and challenges.



https://sdgdashboard.sju.edu/?page_id=25

CHAPTER 7

Commitments for the next cycle



Driven by a pandemic that took the whole society by surprise, what we have for the future are great challenges. Given the 25 years of ISAE, we migrated to a restructuring of the business model and also to a new headquarters, representing this key turning point.

Our performance in Sustainability must accompany these changes. We reaffirm our commitment to the decade of action, to contribute positively to the Sustainable Development Goals through the 33for2030 strategy. There are different ways to contribute to 33 goals selected within the 17 SDGs, through a process of analysis and prioritization of the business model. In 2020, we created different opportunities to disseminate what we believe to be responsible education, through lives, webinars, workshops, lectures, training and classes. More than ever, borders have ceased to exist and have increasingly enabled global and integrated action.

Analyzing the results of the stakeholder consultation process carried out, we realize that we still have many opportunities to positively impact the 2030 Agenda. In addition, through the innovation and protagonism of our students, collaborators and teachers, we can go further and enhance positive actions and build solutions to minimize or eliminate risks. Communicating sustainability initiatives remains a challenge and that is why it is necessary to invest more and more in a closer relationship with all stakeholders, strengthening dialogue and transparency.

We are ready. Global challenges are urgent and we remain attentive to the opportunities and possibilities to contribute through responsible executive education.

Gustavo Loiola

ISAE Sustainability Coordinator



CHAPTER 8

Annex - List of indicators



The data below are the responses referring to the University Social Responsibility Indicators System.

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.

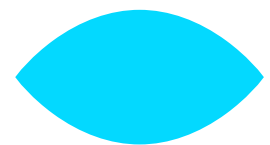
** HR: Human Rights, WK: Work, EM: Environment, AC: Anticorruption

*** The correspondence of the SDG targets with the GRI indicators was carried out considering the document Linking the SDGs and the GRI Standards, of March 2020, [accessible here](#).



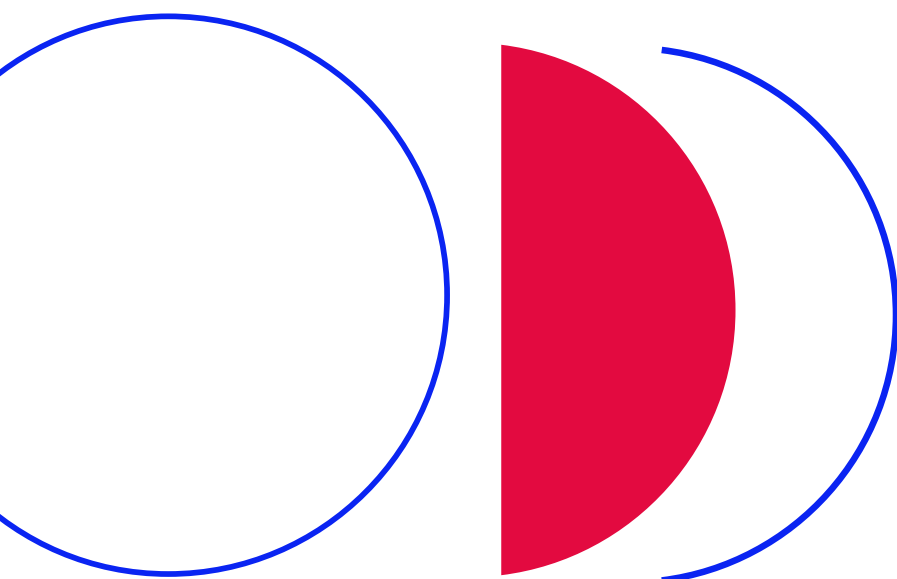
Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Standard	Global Compact
1. LEADERSHIP AND INSTITUTIONAL STRATEGY	1. Institutional government	General Framework	L1	Existence of governance bodies and control operating today	"ISAE has an external audit and the following governance bodies: 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	Ethics Committee, Ombudsman Channel and the union representing employees - Senalba.			102-43	
			L4	Existence of mechanisms to spread the principles and values between its staff and other parties of the institution	We have an internal newsletter and sporadically, training is offered to employees, faculty and researchers. With other institutions, nationally and internationally, we work to promote courses, technical visits and research agreements and partnerships.				

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Standard	Global Compact
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 a Code of Ethics and a Compliance Program. For suppliers, ISAE contracts have anti-corruption and due diligence clauses in the areas of financial, accounting and tax, 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.	There is no specific policy other than that indicated in the Code of Ethics.				

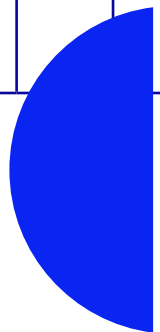


Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Standard	Global Compact
1. LEADERSHIP AND INSTITUTIONAL STRATEGY	2. Institutional strategy	Sustainability integration	L7	Existence of an explicit commitment with sustainability or social responsibility in the institutional 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.	<p>A consultation process is conducted annually with the main stakeholders to define a Materiality Matrix that guides its Report and the institution's sustainability strategies. In 2020, the SDGs considered to be the ones that ISAE has the least performance were the 13, 14 and 15 and the ones with the greatest positive impact are the 04, 08 and 17.</p> <p>These data serve as a basis for building the Sustainability strategy for the next cycle, and complement the 33for2030 Campaign, which selected 33 SDG targets to be prioritized by ISAE by 2030. More information is available at the sustentabilidade.isaebrazil.com.br website.</p>				

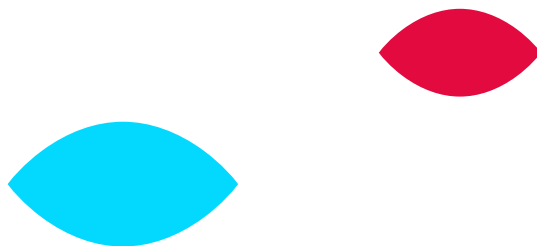
Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Standard	Global Compact
1. LEADERSHIP AND INSTITUTIONAL STRATEGY	2. Institutional strategy	Sustainability integration	L9	Joining initiatives, local or global programmes that promote the sustainability and social responsibility	ISAE is engaged with different national and international programs and initiatives related to sustainability, CSR and the 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 calls for a sustainable and transparent view of purchasing processes. Being a signatory to the Global Compact means that we also have commitments with themes as Human Rights and the Environment.				



Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Standard	Global Compact
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 interested parties is organized is organized by the sustainability area and board of directors.	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.	The Strategic Planning for the year 2021 was built in a collaborative manner involving the Executive Board, ISAE Leaders, external consultants and ISAE advisers.		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 inserted in a transversal way 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 Standard	Global Compact
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.	The Sustainability Report is published annually, presenting the formal commitment to sustainability and with all stakeholders. The document publishes the actions taken in the previous year, available in a transparent manner, corresponding to the GRI, Global Compact, PRME and Sustainable Development Goals parameters. The document is disseminated online through the portal sustentabilidade.isaebrazil.com.br , and also in social network, 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.	The Sustainability area is responsible for coordinating the institution's sustainability strategies and actions.	P1 & P2			
			L16	The number of people who make up the sustainability and social responsibility team. And the hierarchical level of the team leader.	2 People (1 Coordination and 1 Analyst).			102-14	
		Monitoring	L17	Existence of mechanisms and/ or initiatives of evaluation of risks and impacts (economic, social and environmental).	The institution has a Business Intelligence area that analyzes market projections. In addition, through weekly meetings, a group of managers and directors analyzes the economic risks for route correction actions.				
			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.		102-15		

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Standard	Global Compact
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 monitored by the Sustainability Area.	P1 & P2			
			L20	Existence of specific monitoring mechanisms about the Sustainability Development Goals and purposes.	The goals are monitored by the Sustainability Area.				

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Standard	Global Compact
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, in line 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.			102-50	

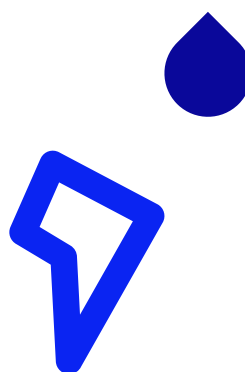
Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence						
						PRME	SDGs	GRI Standard	Global Compact			
1. LEADERSHIP AND INSTITUTIONAL STRATEGY	4. Report and accountability	Verification and communication	L25	Existence of external verification mechanisms of the report or sustainability 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						
			L26	Mechanism of unfolding, communication and spreading the sustainability and/or social responsibility report.	Same as L14.						102-56	
			L27	Mention in the report about the performance of the commitments with Sustainable Development Goals/ publication stage.	ISAE reports its performance combined 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 achievement of the purposes, objectives and established goals in the institutional strategy.	In 2020, the goals had major changes due to the pandemic, in addition to major changes in the workforce. Thus, the results were not mapped.	P1 & P2			
			L29	Number of actions of improvement or implemented innovations / total of action plans or proposed innovations.	Unmeasured data.				
		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.	Two.				
			L32	Outstanding graduated students recognized by associated profits, its commitment with citizens and transparency.	Unmeasured data.				

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Standard	Global Compact
1. LEADERSHIP AND INSTITUTIONAL STRATEGY	6. Impact	Research	L33	References and significant recognitions of research findings.	Not applicable.	P1 & P2	102-56		
			L34	Use and/or application of the results and findings of research initiatives, programmes or projects.	ISAE has 5 Reference Nuclei that bring together students, teachers, researchers and external professionals to research and develop different projects. 12 Research projects were also developed. More information in Chapter 04 - Strategy Dimensions - Research.				
		Extension	L35	Improvements made as a result of initiatives, projects, and/or social outreach programmes.	The result of the activities contributes to a constant evaluation and continuous improvement.				



Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Standard	Global Compact
2. TEACHING	0. General information	Scope	T1	Number of academic programmes by type (undergraduate, specialization, masters, doctorate) with antiquity.	See the Table T01 on page 104	P1 & P2			
		Commitment to sustainability	T2	Existence of policies, guidelines, procedures or criteria of sustainability or social responsibility for the academic programmes.	To prepare the programs, the product briefing is sent to the teacher or consultant. In the document there is information regarding the objective of the course, workload, menu, methodology, expected results, target audience and differentials. In addition, the teacher is asked to indicate the relationship between the content and the SDGs, which can be a direct link (thematic or objective of the activity) or an indirect link (SDG approach in exercises, cases, etc.) within the teaching reports.				



Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Standard	Global Compact
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.	<p>The ISAE portfolio is formed by three main axes: Governance; Innovation and Sustainability.</p> <p>In 2019, the portfolio was requalified based on three stages: mapping and analysis of courses and produced in the last three years, according to the three strategic axes; three co-creation workshops with employees and teachers to discuss the main needs and challenges perceived by the market, also along the axis; and conducting a global benchmarking, where the vision of the main international educational institutions and research references within the universe was sought Governance, Sustainability and Innovation, with books, magazines, scientific articles, reports, courses and educational programs being researched to confirm the challenges encountered in the workshops and to look for other topics to be included in the portfolio.</p> <p>In the 2nd semester of 2020, Collab emerged and the areas of creation of ISAE's Custom Solutions (ISAE LAB + ISAE INOVA + ISAE COOP) were unified to strengthen the institution's performance in the three strategic axes.</p>	P1 & P2			

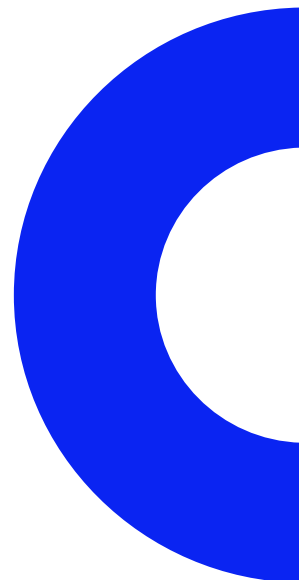


Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence					
						PRME	SDGs	GRI Standard	Global Compact		
2. TEACHING	0. General information	Commitment to sustainability	T4	Existence of mechanisms to disseminate policies, guidelines, procedures or criteria of sustainability or social responsibility to teachers, administrative staff and students.	As one of the dissemination mechanisms, we have the ISAE Talent Development Program that was created with the aim of qualifying our teachers, not only in relation to Governance, Innovation and Sustainability, but in everything that encompasses the institution, and later, it was adapted for the participation of ISAE employees. In addition to this program, we work with guidance documents, sent by the Integra System and the content is always reinforced in previous meetings to the activities undertaken at the institution.	P1 e P2					
			1. Responsible education	Ethics and citizenship	T5		Number of annual actions, events or campaigns according to the program / length.	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.	0			
	Sustainability and/or Social responsibility	T8	Number of subjects and/or course associated per program / total of subjects per program.	28 of 82 articles (34.15%).							

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.	874 participating students / 3256 in total	P1 e P2			
			T10	Number of annual actions, events or campaigns per program.	<ul style="list-style-type: none"> - Support for Smart City Session 2020 - Sesi ODS 2020 Seal - Integration of the Institution with the Global Compact Brazil Network - ISAE Talks - Conscious Consumption E-book - Facts and Tips / Guide with tips for organizing indoors and helping the planet - ISAE Knowledge Week - Focus on Spirituality Management, Stress Management and Spiritual Development - Support for social causes in social networks: week against racism, support for LGBT pride, blue November - Environment and Management Webinar: the post-pandemic world - Fundraising for the Caximba Community through the ISAE Online Course Campaign - 13th Ozires Silva Award - 2nd Ed. Mosaicos Magazine Governance and Sustainability - Support to the 37th Music Workshop in Curitiba - Webinar with Vinicius Santana, MBA student of Human Development of Managers, about Sustainable Development and Sports objectives. 				

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.	Data is not segmented as the activities have an active participation of the external community.	P1 & P2			
			T12	Number of teachers vinculated to the development of these topics / total teachers per program.	6.22%.				
			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.				
		T15	Number of annual actions, events or campaigns annual per program.	<p>Confraria Onlive - Learning Agility</p> <p>Content with information and tips on communication channels</p> <p>Institutional support EWMS (a Big Bang by Kotler and Partners)</p> <p>Support for Talk With Investors - Crisis Management Portal, in Londrina-PR</p> <p>ISAE Knowledge Week - Focus on Innovative Leadership</p>					
		Responsible Leadership							

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Standard	Global Compact
2. TEACHING	1. Responsible education	Responsible Leadership	T16	Number of participating students for each action, event or campaign / total number of students.	Data is not segmented as the activities have an active participation of the external community.	P1 & P2			
			T17	Number of subjects and/or course associated per program / total of subjects per program.	1.22%				
			T18	Percentage of achievement of aims determined for the different annual actions, events and campaigns.	Not applicable.				



Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Standard	Global Compact
2. TEACHING	1. Responsible education	Responsible Consumption	T19	Number of annual actions, events or campaigns per program.	ISAE Talks Consumption and Sustainable Production Conscious Consumption E-book - Facts and Tips / Guide with tips for organizing at home and helping the planet.	P1 & P2			
			T20	Number of participating students for each action, event or campaign / total number of students.	Data is not segmented as the activities have an active participation of the external community.				
			T21	Number of subjects and/or course with related content per program / total of subjects per program.	0,0000				
			T22	Percentage of achievement of aims determined for the different annual actions, events and campaigns.	Not applicable.				
	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.	Graduation in Management Processes - Transbordar Project.				

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.	These data are measured only for the Undergraduate program, totaling 35 students.	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).	Same as T2.				
			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 product mix chosen for the current schedule is defined based on market research, involving stakeholders. When there are already existing products that will be relaunched, there is a review of the program together with the specialist. When new, construction is collective (ISAE + stakeholders).				

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Standard	Global Compact
2. TEACHING	3. Plurality in education	Interdisciplinarity	T27	Existence of policies, guidelines or interdisciplinarity criteria for teachers.	<p>We have the PDI (Individual Development Plan) that deals with the importance of interdisciplinarity with some frequency. However, the PDI is not an exclusive policy of this, it is a more comprehensive document. Here are some excerpts from the PDI that mention interdisciplinarity:</p> <p><i>Curricula must pay attention to interdisciplinarity, transdisciplinarity and pluridisciplinarity. (p. 32 - on the topic of philosophical principles);</i></p> <p><i>Interdisciplinarity in the development of content, making it possible to approach the object of studies from different perspectives, including the perspective of theoretical analysis, contemporary issues, as well as the socio-cultural dimension. (p. 37 - related to the theme of content selection);</i></p> <p><i>Teachers of similar disciplines must jointly prepare their respective course programs, which will be filed at the Secretariat, being the sequence of the syllabus of one dependent on the sequence of the others, revealing interdisciplinarity. (p. 37 - talking about the content selection theme);</i></p>	P1 & P2			



Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Standard	Global Compact
2. TEACHING	3. Plurality in education	Interdisciplinarity	T27	Existence of policies, guidelines or interdisciplinarity criteria for teachers.	<p><i>The pedagogical proposals will work with flexibility, interdisciplinarity and multidisciplinary. (p. 45 -related to the theme of significant innovations);</i></p> <p><i>The Teaching and Pedagogical Support Center for Teachers 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 with a focus on improving the teaching-learning process, as well as workshops on interdisciplinary content, multiple intelligences, the development of a pedagogical project, the use of information technology resources in education, among others considered necessary for education. training of the faculty to carry out their academic activities. (p. 87 - regarding the career plan theme).</i></p>	P1 & P2			



Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Standard	Global Compact
2. TEACHING	3. Plurality in education	Interdisciplinarity	T28	Number of knowledge areas per teachers and program / total of teachers per program.	There are 259 segmented areas of knowledge among the 448 teachers analyzed.	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 International Relations Center, transmitted to the Higher Institute of Administration and Economics - ISAE, which aims to provide exchange of students between ISAE and other Higher Education Institutions (IES) and Business Schools, national and international, allowing those involved the opportunity to carry out undergraduate, graduate and professional development activities in the affiliated institutions, taking advantage of their original course.				
			T30	Number of annual actions, events or campaigns per program.	.BSIEM Program-Business for Social Impact in Emerging Markets, exchange program between students from emerging markets; .Workshop Online with Oklhanome University on How To Co-Create a Better World .International Trade Center Executive Program in Trade for Sustainable Development				

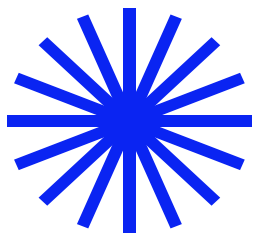
Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Standard	Global Compact
2. TEACHING	3. Plurality in education	Multiculturalism	T31	Number of participating students / total number of students.	See Table T31 on page 104	P1 & P2			
			T32	Number of foreign students per program / total of students per program.	See Table T32 on page 104				
			T33	Number of students from a different city per program / total of students per program.	See Table T33 on page 104				
			T34	Number of foreign teachers per program / total of students per program.	The teachers are all Brazilians.				

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Standard	Global Compact
2. TEACHING	4. Integration of education with the Sustainable Development Goals	Commitment with Agenda 2030	T35	Name the Sustainable Development Goals related to the curriculum or academic activities per academic program.	More information on this dimension can be found in Chapter 06 of the Report.	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.	Data is not segmented as the activities have an active participation of the external community.				

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Standard	Global Compact
3. RESEARCH	0. General Information	Scope	R1	Number of existent research lines, groups or projects.	2 Research Lines: Governance and Sustainability Teachers 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 carried out by master's students must 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, count on the participation of an external member, who is usually a professor from another HEI with knowledge on the explored theme and also a professional with notorious knowledge for better evaluation and contribution to the projects presented.				
		R4	Existence of mechanisms used to disseminate policies, guidelines, procedures or criteria of sustainability or social responsibility to researchers, administrative staff and stakeholders.	The Sustainability Report and internal communication channels are used for dissemination.					
		Commitment to Sustainability							

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Standard	Global Compact
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.	119 validated research on qualification and defense boards.	P4			
			R6	Number of empirical studies / total of research projects.	More information in Chapter 04 - Strategy Dimensions - Research.				
		Access to Knowledge	R7	Number of versions offered without cost per research / total of research projects.	115 out of 119.				
			R8	Existence of mechanisms used to disseminate versions offered without cost per research project.	Institutional Repository ISAE - where the dissertations / researches of the graduates of the Master 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.	119 research and dissertations.				
			R10	Number of researchers informed, trained or formed based on ethical criteria / total of researchers.	12 research professors.				

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 Responsibility Production	R11	Number of research lines in Social Responsibility and / or Sustainability / total of research lines.	1 Research Line.	P4			
			R12	Number of researchers in Social Responsibility and / or Sustainability / total of researchers.	Not applicable.				
			R13	Total number of academic products in Social Responsibility and / or Sustainability / total of academic products.	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.	<p>Research and Partnership Projects:</p> <ol style="list-style-type: none"> 1. Sustainable Cities: Governance and Innovation 2. Piraquara II Reservoir (PR): Assessment of affluent phosphorus loads and water balance with a view to sustainable management 3. INCT in Sustainable Sewage Treatment Plants 4. Dissemination of the SDGs 5. Credit cooperatives: Case study of credit guarantee companies in the State of Paraná 6. Mapping the situation of COVID-19 in the State of Paraná and the Metropolitan Region of Curitiba 7. Risk management for the reduction of socio-environmental disasters: from concepts to applicability 8. Indicators for the Government Plan programs of the Municipal Prefeitura of Curitiba based on the Goals of the SDGs and the Sustainable City Program 9. Tourism in times of pandemic: A multi-scale and trans-scalar analysis 	P4			

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.	10. Cities and solutions: Urban ecosystems - Sustainable socio-productive chains that promote territorial well-being 11. Business management and sustainability: Proposal for an application based on the creation of a sustainability certification indicator1	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 quadrennium (2017-2020) the results of Bibliographic Production are: Published articles: 65 papers Complete Work Books: 12 Book Chapters: 46	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 are directly and indirectly related, with Objectives 8,9,10, 11, 13 and 17 as the most frequent ones.				
				R18	Number of lines of research associated to the Sustainable Development Goals/ total research lines.	All research carried out by master's students must have their theme aligned with the SDGs.				
				R19	Number of researchers working on inquiry projects associated to the Sustainable Development Goals/ total of researchers.	12 research professors and 39 research students.				
				R20	Total number of publications associated to the Sustainable Development Goals/ total of publications.	The master's theme induces that research has a direct or indirect connection with the SDGs. More information in Chapter 04 - Strategy Dimensions - Research.				

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.	69 Learning Workshops (23 new themes) 02 Personal development plan; 1 Coaching week - 15 consultations; 136 Orientations for new students 5 Receptive to students 4 Learning workshops offered to In company customers.	P3, P5 & P6			
		Commitment to Sustainability	E2	Existence of policies, guidelines, procedures or criteria of sustainability or social responsibility for continuing education activities - Describe.	Workshops on entrepreneurship, innovation and sustainability.				
			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.	Training for women in situations of social vulnerability.				



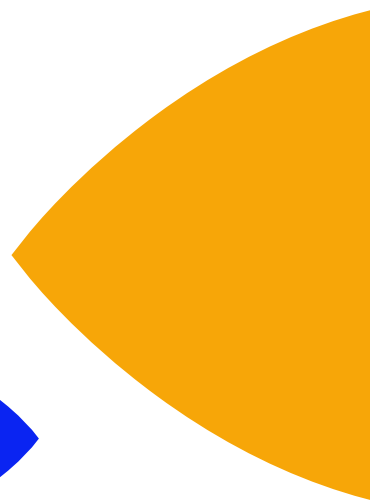
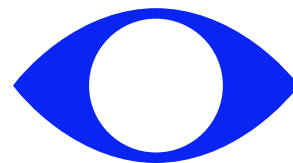
Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence				
						PRME	SDGs	GRI Standard	Global Compact	
4. EXTENSION AND SOCIAL PROJECTION	0. General information	Commitment to Sustainability	E4	Existence of mechanisms to disseminate policies, guidelines, procedures or criteria of sustainability or social responsibility researchers, administrative staff and stakeholders - describe.	Meetings (Chair Dialogues) with research professors and society.	P3. P5 e P6				
			E5	Existence of mechanisms for validation or acceptance by external stakeholders.	A performance evaluation is carried out after each activity.					
			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.	<p>Progress management extension programs (26 NGOs and 100 impacted people);</p> <p>01 training for 30 women in vulnerable situations</p> <p>02 school revitalization actions (Maria do Carmo school and Campo Mourão school)</p> <p>Collection of hygiene products to commemorate women's month.</p> <p>Donation of food (50 kilos of sugar, 40 kilos of coffee, 5 boxes of various cookies) to NGOs;</p> <p>Donation of furniture and utensils.</p>					
	1. Response to the needs of the beneficiaries or target audience.		External validation	E7	Existence of mechanisms or communication channels to meet requests from beneficiaries or target audience.	Communication is preferably carried out digitally, via email or whatsapp.				
		Channels of attention								



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.	1642 request / participation of students ex students, teachers and collaborators	P3. P5 e P6			
		Local and Global Development Agendas	E9	Existence of mechanisms of prioritization of development agendas.	Yea				
	E10		Number of initiatives, projects, programmes with prioritisation of development agendas / total of initiatives, projects and/or programmes.	Same as E6					
	Academic Community		E11	Number of initiatives, projects and programmes with participation of students / total of initiatives, projects and/or programmes.	Same as E6				
		E12	Number of initiatives, projects and/or programmes with participation of teachers / total of initiatives, projects and/or programmes carried out.	Same as E6					
	2. Articulation with Relevant Actors.								

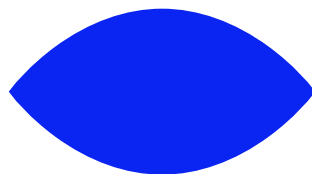
Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Standard	Global Compact
4. EXTENSION AND SOCIAL PROJECTION	3. Access and participation of vulnerable communities and/or minorities	Utility and contribution of the interventions	E13	Number of initiatives, projects and/or programmes that comply with the minimum criteria required in the evaluation / total of initiatives, projects or programmes carried out.	Same as E6.	P3, P5 & P6			
			E14	Number of initiatives, projects and/or improved programmes / total of initiatives, projects and/or programmes per year.	Same as E01.				
		Selection and connection	E15	Existence of prioritisation mechanisms and selection of vulnerable communities and/or minorities for the implementation of initiatives, programmes and/or projects.	Partners and organizations are selected according to vulnerability and impact criteria.				
			E16	Number of initiatives, projects and/or programmes for vulnerable communities and/or minorities / total of initiatives, projects and/or programmes carried out.	Same as E13.				
		Empowerment of communities	E17	Existence of communication mechanisms for the beneficiary communities related to initiatives, programmes and/or projects.	We use active listening processes and impact reports for this analysis and program construction.				
			E18	Number of initiatives, projects and/or programmes verified and validated by beneficiaries or target audience / total of total initiatives, projects and/or programmes.	Same as E6.				
			E19	Number of initiatives, projects and / or programmes verified and validated by external stakeholders / total of initiatives, projects and / or programmes.	Same as E6.				
			E20	Number of initiatives, projects and / or programmes whose leadership was assumed by the community / total of initiatives, projects and / or programmes.	2 initiatives (Uaná Comunidade and Uaná Women Entrepreneurs Program).				

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.	Extension program in Project Management for NGOs and volunteers, carried out in partnership with the Project Management Institute.	P3, P5 & P6			
			E22	Number of initiatives, projects and / or programmes carried out in partnership / 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.				
		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.	Collection of hygiene products for women Food donation Donation of furniture and utensils.				



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 Goals in continuing education programmes.	Yes.	P3, P5 & P6			
			E25	Number of initiatives, programmes and / or continuing education projects by Sustainable Development Goals/ total continuing education projects.	Focused on all activities organized by the area.				
			E26	Existence of mechanisms of prioritization of the Sustainable Development Goals in continuing education activities.	85				
			E27	Mention the Sustainable Development Goals prioritized in extension or social projection activities.	1, 3, 4, 5, 8, 10, 11, 12, 17				

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.	In addition to performing periodic maintenance on all air conditioning and cooling equipment, all lamps are of low consumption (LED). The rooms and offices have signs to turn off equipment and lights when leaving.	P2 & P6	7.3, 8.4, 12.2	302-5	MA07, MA08, MA09
			AE2	Total number of measurement units of energy consumption per source.	2 Consumer Units.				
		Water	AE3	Existence of mechanisms for the management and reduction of water.	Nonexistent.	6.4	303-3		
			AE4	Total number of units of measurement of water consumption per source.	2 Consumer Units.	6.3, 6.4, 6A, 6B, 12.4	303-1		



Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Standard	Global Compact
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	P2 & P6	6.6, 14.1, 15.1, 15.5	304-1	MA07, MA08, MA09
			AE6	Existence of biodiversity mitigation or restoration mechanisms.	Nonexistent		6.6, 14.2, 15.1, 15.5	304-3	
		Emissions	AE7	Existence of mechanisms for measuring and managing significant emissions (greenhouse gases (GHGs), ozone-depleting substances and others).	Nonexistent	3.9, 12.4, 13.1, 14.3	305-1, 305-2 e 305-3		
		Effluents and residues	AE8	Existence of mechanisms of measurement and management of waste and dumping.	Company hired for correct disposal of recycled waste and correct disposal of organic waste by a company hired by the City of Curitiba - landfills.	3.9, 6.3, 6.4, 6.6, 12.4, 12.5, 14.1, 15.1	306-1, 306-2 e 306-3		
		Prevention	AE9	Existence of mechanisms of identification and prevention of risks and control of accidents related to the operation.	Inspection of the Fire Department up to date. Existence of Fire Brigade in the Institution. Implementation of the Image Crisis Management Committee for discussion about risks and general issues. The objective is to analyze the situation and together with the Board and the Presidency define the strategy, the content of communication messages, the goals and actions to be adopted. They also establish protocols for maintaining the normality of other operations not affected by the crisis.		102-15		

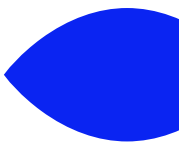
Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Standard	Global Compact
5. MANAGEMENT AND ORGANIZATION PRACTICES	1. Environmental Impact	Investment	AE10	Existence of policies, guidelines or investment criteria and development of technologies to reduce the environmental impact of the operation.	Constant assessment of the main impacts of the operation - such as the use of energy and paper. This analysis allows the creation of campaigns to reduce consumption and internal alignments such as criteria for printing, recycling and waste reuse.	P2 e P6			MA07, MA08, MA09
			AE11	Number of investment projects and / or technology development to reduce the environmental impact of the operation.	Not applicable				
		Compliance	AE12	Number of penalties, fines and / or warnings for non-compliance of environmental legislation.	Nonexistent		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.	A contract with air conditioning service providers provides for the non-use of gases harmful to the environment in our equipment.				
			AE14	Number of suppliers selected and contracted under these criteria / total suppliers.	01 supplier - Maintenance service provider for air conditioning equipment. At the moment, the contract is suspended due to Pandemic.			308-1	
		Transportation	AE15	Existence of policies, guidelines or criteria to mitigate the environmental impact derived from transport activities associated to the academic community.	ISAE Travel Policy: For trips to the same destination, teachers and coordinators use the same vehicle, up to a maximum of 03 people plus the driver.				
			AE16	Number of initiatives, programmes and / or projects associated to the mitigation of the environmental impact derived from transport activities.	Not applicable				

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 AL1 on page 105	P2 e P6	8.5, 10.3	102-8	TA03, TA04, TA05, TA06
			AL2	Total number of new employees x type of contract	See the Table AL2 on page 105				
		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.				
			AL4	Existence of prevention mechanisms for 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.				
		Relations	AL5	Number of situations of bullying and/or harassment in the year	A complaint made by the COE				
			AL6	Number of resolved bullying and/or harassment situations / number of bullying and/or harassment situations in the year	A complaint made and resolved by the COE				

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, committee, etc.)	Yes - Provided by CLT and union CCT - We have an 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			
			AL8	Existence of policies, guidelines or criteria to inform and involve staff on changes that significantly affect them	The Board of Executive Officers' meetings for definitions and evaluations (REDIR) and the strategic core of business are held weekly, as well as meetings with employees.					8.8	402-1	
			AL9	Existence of policies, guidelines or criteria to ensure diversity and equal opportunities of workers	ISAE has an internal 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
			AL11	Existence of mechanisms of promotion, training and qualification of workers	Yes - Development Programs (ISAE Academy, Assessment of Potential and Skills). 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		They were not measured, but training actions are often carried out.	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

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	Yes - Strategic alignment and sustainable development	P2, P5, P6			TA03, TA04, TA05, TA06
		Traceability	AH2	Existence of monitoring, evaluation and control mechanisms that ensure the protection of the human rights of workers and related communities.	Yes - Strategic alignment, code of ethics and conduct.			412-1	
		Training	AH3	Existence of training mechanisms for employees on aspects related to human rights, relevant to their activities.	Development Program - ISAE Academy		412-2		
			AH4	Existence of training mechanisms for security staff in human rights aspects relevant to their activities	Development Program - ISAE Academy				
		External audit	AH5	Existence of independent third-party verification mechanisms to ensure respect for human rights by the institution	Code of Ethics and Conduct				
		Suppliers	AH6	Existence of policies, guidelines or criteria to select and contract suppliers that guarantee respect for human rights	Code of Ethics and Conduct		412-3		
			AH7	Number of suppliers selected and contracted under these criteria/total of suppliers	There are no records				



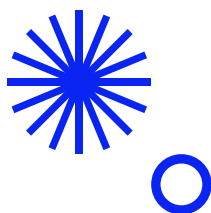


Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Standard	Global Compact
5. MANAGEMENT AND ORGANIZATION PRACTICES	3. Regarding Human Rights	Penalties	AH8	Existence of mechanisms to take internal disciplinary actions against violations to the human rights	Crisis and Image Management Committee, Code of Ethics and Conduct	P2, P5, P6			6.3.3.
		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		8.8	407-1	TA03, TA04, TA05, TA06
		Child and forced labor	AH10	Existence of policies, guidelines or criteria that prevent child labor or forced labor	ISAE follows the rules established by the CLT for hiring employees. It has the Code of Ethics and Conduct, and advice for ethical guidance.		8.7, 16.2	408-1 e 409-1	
		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		5.1, 8.8	406-1	
		Displacement	AH12	Existence of policies, guidelines or criteria to prevent displacement or complicity in moving staff from their own lands	There are no records				
		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				
			AH14	Number of people on disability condition in the institution - discriminated against by traction, visual, hearing and cognitive	3 employees, 2 visual employees, 1 driving employee				
			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	The Well-Being Program recommends a series of tips, projects and solutions aimed at the quality of life of employees.	P2, P5, P6			TA03, TA04, TA05, TA06
			4. Anticorruption	Mechanisms	AA1	Existence of policies, guidelines or criteria to avoid bribery and corruption in any of its forms	Integrity Program and Code of Ethics.	P5 e P6	16.5
	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 teaching and administrative training based on our code of ethics. In addition, students receive classroom guidelines at the beginning of their programs.	16.5	205-2		
	AA3	Existence of monitoring mechanisms to avoid bribery, extortion, misappropriation of funds, favoritism (nepotism, patronage), fraud, among others			ISAE has reporting channels such as the ombudsman and the Ethics Council Channel.	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.						

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Standard	Global Compact
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	Yes. In 2020 ISAE worked with Ericca Compliance and provided its own channels for reporting	P5 & P6			AC10
			AA6	Number of complaints related to conflicts of interest, plagiarism, cheating for teaching, administrative staff, and students / total resolved situations	In 2020 there were two complaints.				
			AA7	Number of incidents, complaints, demands or requirements of justice about corrupt practices during the year	No reports				
			AA8	Number of corrective actions / total complaints	We had 97 Ombudsman's registered / treated in 2020 (83 Ombudsman's registered by the FGV channel and 14 Ombudsman's registered by the ISAE channel).				



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	<p>"In all contracts signed by the Anti Corruption clause is inserted: CLAUSE TENTH xxxxx - ANTICORRUPTION</p> <p><i>"For the performance of this Agreement, neither party may offer, give or pledge to give to anyone, or accept or pledge to accept from anyone, either on their own account or through others, any payment, donation, compensation, financial or non-financial advantages or benefits of any kind that constitute an illegal or corrupt practice under the laws of any country, whether directly or indirectly as to the object of this Agreement or in any other way unrelated to it, they must also ensure that their representatives and collaborators act in the same way."</i></p>	P5 & P6			AC10
			AA10	Number of selected and hired suppliers under these criteria/ total suppliers	All contracts signed. Total of 02 contracts in 2020 due to Pandemic - MFT Monitoring and Versatile Pinturas.				
		Fair Competition	AA11	Existence of policies, guidelines or criteria to avoid monopolistic and disloyal practices with the competition (posters, dumping etc)	Search the market for renowned and referenced companies to make quotes; with the lowest price policy for contracting services.	16.3	206-1		
			AA12	Number of incidents, complaints, demands or requirements of justice about corruption practices during the year	No incident	16.3	206-1		

Area	General Aspect	Sub Aspects	Code	Indicator	Answer	Equivalence			
						PRME	SDGs	GRI Standard	Global Compact
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	ISAE website, E-mail Marketing ,, Landing Pages, Sympla Platform, WhatsApp, Social Networks (Facebook and LinkedIn) and Press Office.	P6	12.8	417-1	DH02; AC10
		Promotion and Marketing	AP2	Existence of mechanisms to ensure truthful and clear marketing activities, publicity and communications	Publications on social networks through photos and videos, webinars, publication and dissemination of content on the ISAE website, press releases and press conferences and web conferences with students and alumni.		16.3	417-2 e 417-3	
			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	Publications on social networks transmitting constructive values to society in a direct and indirect way when dealing with topics such as sustainability and inclusion. In addition, the visual materials developed for the communication pieces seek to bring mostly diversity and inclusion.				
		Privacy	AP4	Existence of mechanisms to guarantee the respect of confidential information of students, educators, administrative staff, clients/ users	Photos, Videos, Testimonials and comments on Social Networks and press relations. Satisfaction survey at the end of the actions.		16.3, 16.10	418-1	
		Complaints and Claims	AP5	Existence of mechanisms to ensure the identification of requests, complaints, claims and/or congratulations by students, clients/ users	Institutional Ombudsman and COE				

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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