

INSTITUTIONAL DEVELOPMENT PLAN

2016-2020

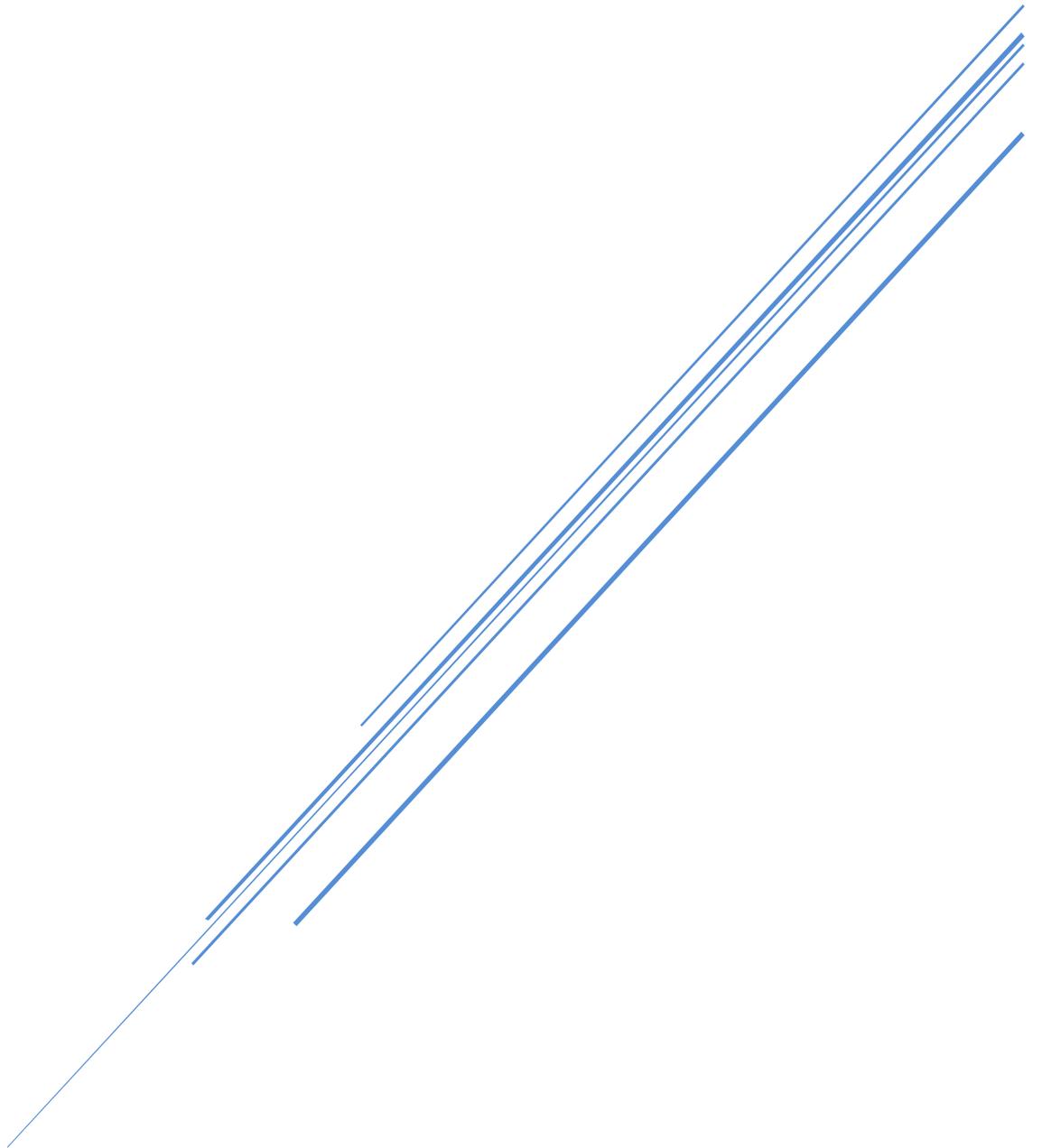


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**FGV EBAPE – BRAZILIAN SCHOOL OF PUBLIC AND BUSINESS
ADMINISTRATION
INSTITUTIONAL DEVELOPMENT PLAN 2016-2020**

1. INSTITUTIONAL PROFILE

1.1 Context

The Brazilian School of Public and Business Administration – FGV EBAPE – is a private higher education institution, headquartered in the city of Rio de Janeiro, maintained by the *Fundação Getúlio Vargas*, a private and non-profit organization.

FGV EBAPE offers programs in the area of Applied Social Sciences, specifically in Administration, offering Bachelor's degrees in administration (In-class), Bachelor of Technology in Management Processes; in Public Management; Commercial Management; Financial Management; Marketing; all in the distance education modality, with offices in the five regions of Brazil. In the *Stricto Sensu* Graduate Program, FGV EBAPE offers the Academic Master and Doctorate in Administration, the Professional Master in Public Administration and the Executive Professional Master in Business Management.

Regarding its governance, in compliance with the limits set forth in the *Fundação Getúlio Vargas* bylaws and in the FGV EBAPE's internal regulations, it is the main responsibility of the parent organization (*Fundação Getúlio Vargas* – FGV) to promote the appropriate means for the activities of the school, providing movable and immovable assets, of its own or of third parties, and assuring sufficient financial resources to comply with FGV EBAPE's strategic plan. The parent organization is responsible to the public authorities and the general public for FGV EBAPE and it is responsible for taking the necessary measures for its proper operation. The application of financial resources for teaching, research and extension programs takes place in a harmonious way with the policies for these purposes, established in this Institutional Development Plan (IDP) and FGV EBAPE's Institutional Pedagogical Project (IPP).

Regarding the relationship with the parent organization, FGV EBAPE has full academic autonomy, which is reflected in the freedom to plan, implement and evaluate its teaching, research and extension programs. This autonomy is observed in its administrative organization and in decision-making processes. Its joint bodies have the authority to discuss and influence the tactical and strategic issues of FGV EBAPE's academic life.

1.2 History

Created in April 1952, with the support of the United Nations, the Brazilian School of Public Administration (EBAP), initially dedicated to the improvement of professionals in the Brazilian public sector, played a pioneering role in higher education by establishing the country's first Bachelor's degree in Administration.

In 1967, the Master in Public Administration was created, certifying and preparing professionals to act in direct and indirect public administration, in state-owned enterprises as well as in large private companies. In the 1970s, through the creation of lato sensu Graduate Programs, the school supported public policies formulation, in order to meet the growing demand of technicians and public and business managers.

The first class of the Academic Master started in 1967, and the first class of the Doctoral program in 1997. The programs are currently classified by CAPES as grade 6 in the 1-7 evaluation scale of Brazilian university programs.

In the 1980s, there was an intense organizational and academic restructuring, extinguishing the bachelor's degree and concentrating the school's activities and resources on graduate programs. In 2001, in partnership with other FGV Schools, there was an increase in the offer of lato sensu graduate programs, under the executive coordination of the FGV Institute of Educational Development (IDE), disseminating the specialized training of managers and consequently contributing to the development of the country.

The Executive Master in Business Management had its first class in 1999, and maintained its classification as grade 5 in the last evaluations by CAPES.

In 2002, based on a new academic restructuring, the school adopted the current name Brazilian School of Public and Business Administration (FGV EBAPE), and it was authorized to offer again the Bachelor's degree in Administration (Ordinance nº 580 from 28 March 2001), confirming its work in the private sector and strengthening its commitment of preparing professionals at the undergraduate level.

In 2003, FGV EBAPE was accredited to offer lato sensu graduate programs in the distance education modality (Ordinance nº 3661 of 12 May 2003). In December 2007, it obtained the first accreditation to offer Bachelor of Technology programs in the distance education modality (Ordinance nº 1231). Currently FGV EBAPE has five of these programs, which have contributed to the socialization of knowledge through the geographic expansion of quality higher education to all Brazilians, in line with the educational policies of the Federal Government.

In 2011, it obtained the approval of CAPES to offer the Professional Master's Degree in Public Administration, starting its first class in 2012.

In 2013, FGV EBAPE obtained accreditation to offer the Bachelor of Technology in Managerial Processes program. In 2014, other Bachelor of Technology programs in the distance education modality were accredited.

FGV EBAPE programs are among the leading positions in the Brazilian Ministry of Education (MEC) and CAPES rankings. The Bachelor in Administration obtained grade 5 (National Exam of Students Performance – ENADE), ranking 1st in Rio de Janeiro and 29th among the 7,228 programs evaluated in 2012 throughout Brazil. The Bachelor of Technology in Management Processes (distance education) – chosen as the best

program in Brazil for three consecutive years (2009, 2010 and 2011) – ranked 5th in Brazil (ENADE) among the 171 programs evaluated in the country.

Throughout its history, FGV EBAPE has contributed to the diffusion of administration sciences, through the academic and technical production of its faculty and students, which is systematically present in national and international conferences and seminars and published in the following publications: Brazilian Journal of Public Administration (RAP) (as of 2014, part of the international indexer Cabell Publishing, Inc); Cadernos EBAPE.br (online journal). Both are present in the database of Scielo Brazil, classified in Web Qualis as A2 and members of the Cengage Learning indexer.

FGV EBAPE has always encouraged the partnership with international institutions. Beginning in the 1960s with Latin American countries, alliances and partnerships were later extended to institutions in France, the United States, Portugal and Germany through exchange programs, research development and technical advisory projects, extending FGV EBAPE's activities beyond Brazilian borders.

FGV EBAPE has used its expertise base for consulting and extension projects, participating in programs of reform and management development in different public agencies, in the business sector and in the nonprofit sector.

2. REGIONAL INTEGRATION

The state of Rio de Janeiro presents a diversified economy, characterized by great contrasts in its indicators of socioeconomic development. In terms of population, the state now concentrates 8.32% of the population of Brazil and 11.8% of gross domestic product. It benefits from its privileged location, where the country's largest oil deposits are concentrated, on the continental shelf of the *Campos* Basin. The state has become the largest national oil producer with more than 80% of the country's production. It accounts for about 44% of Brazil's natural gas production originated from the *Campos* Basin.

Among the most developed industrial sectors are oil and gas, steel, petrochemical, metallurgical, agribusiness (ethanol and biofuel). The segments of high value-added services present an increasing growth. Thus, software and information services, insurance and reinsurance, financial services, and the creative economy are mainly concentrated around the capital city, given its high dependence on university and research centers. The tourism sector is representative, especially on the coast of the state of Rio de Janeiro, in the mountain region and in the city capital.

2.1 FGV EBAPE location

The municipality of Rio de Janeiro was the capital of Brazil for almost two centuries, from 1763 to 1960. It is the main industrial, economic, financial and commercial hub of the state and the second largest in the country, being also the second largest metropolis in Brazil, internationally known by various cultural and landscape icons. It is the 2nd largest city in Brazil and the 3rd largest in Latin America, it is considered an important

logistics hub (central point of collection and distribution of goods), with 5 ports and 3 airports (the 2nd largest airport in the country and one of few with potential for expansion).

With the change of the capital of the country to Brasilia in 1960, the municipality of Rio de Janeiro became the State of Guanabara. In 1975, the states of Guanabara and Rio de Janeiro merged, adopting the name of State of Rio de Janeiro, with the city of Rio de Janeiro as capital.

In 1992, the city was chosen as the center of the global debate on development and the environment, hosting the UN 1992 Earth Summit. The event led to a series of governmental initiatives and investments in the city. In 2012, Rio de Janeiro hosted the United Nations Conference on Sustainable Development, also known as Rio+20, which marked the 20th anniversary of the 1992 Earth Summit and contributed to set the sustainable development agenda for the coming decades.

In 2013, Rio de Janeiro was considered by UNESCO as a unique example of interaction between people, city and nature, with a set of public areas, historic gardens, parks and natural monuments that confer universal value to humanity, worthy of being shared and preserved for future generations.

In 2014, Rio de Janeiro was among the host cities of the FIFA World Cup, one of the most important sporting events in the world. In May 2015, Rio hosted the 4th event of the World Surfing League and in 2016 hosted the Olympics and Paralympics, the biggest sporting event on the planet. The infrastructure required to hold the Olympic Games was impressive. More than 100,000 people were directly involved in the organization, including 70,000 volunteers, and millions of people impacted the city, the country and the continent. The Olympics and Paralympics hosted more than 10,500 athletes from 205 nations, plus thousands of press professionals, support staff, sports fans and tourists from all over the world.

2.2 Demography of the city of Rio de Janeiro

The municipality of Rio de Janeiro has an estimated population of 6,5 million inhabitants, according to the 2010 IBGE Demographic Census. The prediction of population growth, in the country and in the municipality, for the coming years, according to IBGE, is:

Brazil / State / Municipality	Resident Population		Estimated Population				
	2000	2010	2013	2014	2015	2016	2020
Brazil	169 799 170	190 073 788	198 043 320	199 492 433	200 881 685	202 219 061	207 143 243
State of Rio de Janeiro	14 391 282	15 989 929	16 495 539	16 602 656	16 705 349	16 804 206	17 168 199
Municipality of Rio de Janeiro	5 857 904	6 320 446	6 466 736	6 497 728	6 527 441	6 556 044	6 661 359

Source of data: 2000 and 2010 IBGE Demographic Census. (Table 3261).

Elaborated by: Institute of Municipal Urbanism "Pereira Passos", Rio de Janeiro City Hall

As is well known, population growth impacts the growth of the productive sector, which depends strictly on the educational status of the region.

Given its privileged geographical location, FGV EBAPE has been serving not only local, but increasingly regional, national and international demand, with educational, research and extension programs.

According to a census released in 2013 by the National Institute of Educational Studies and Research “Anísio Teixeira” (Inep), between 2011 and 2013, there was a significant increase in its number of enrollments.

The distribution of the population reveals that approximately 15% of the total population of the municipality are aged between 15 and 24, that is, the next age group to enter higher education.

The table refers to Rio de Janeiro

Age group	Percentage
0-14 years old	19.4%
15-24 years old	15.4%
25-39 years old	24.4%
40-59 years old	25.9%
> 60 years old	14.9%

Source: IBGE – Census 2010.

2.3 0Economic Potential of the city of Rio de Janeiro

The municipality of Rio de Janeiro is the second economic center of Brazil. Despite its contrasts, the city stands out for its economic dynamism, counting on large national and multinational companies, such as Petrobras, Vale do Rio Doce, Companhia Siderúrgica Nacional, IBM, Xerox, L’Oreal, Microsoft, Michelin, Merck, Coca-Cola, GE, among others. In addition, it continues to host many public and parastatal organizations, such as the National Bank for Economic and Social Development (BNDES), the National Institute of Industrial Property, Brazilian Mint and DATAPREV, and represents the second largest population of federal public servants active in Brazil.

Its research infrastructure is among the most important in Brazil. Today Rio de Janeiro has important universities and research centers, incubators and technology parks, which highlights the innovation and entrepreneurship potential of the state capital.

Tourism is one of the fastest growing sectors in the state. Led by the capital, the sector grows at an average rate of 3% per year (Embratur – 2015) and has in its profile local visitors (second home tourism), domestic and foreign tourists. The evolution of the sector is due to the ease of road travel between the destinations and the preference of tourists from other countries to visit natural and cultural assets.

Business tourism and events have also developed strongly. Of the two million annual international visitors, 20% indicate that they had professional motivation to visit the city, according to the Rio Convention & Visitors Bureau. Data about the demand obtained from the State Tourism Secretariat indicate that 30% of foreign tourists make additional touristic trips to surrounding destinations up to 3 hours from the Southern Zone of the city.

The mega-events based in the city of Rio de Janeiro since 2007 have led to changes in infrastructure, management and services to tourists, improving the results of touristic evaluations conducted on the city and other destinations around the state, confirming the evolution trend of the sector. The city's hotel capacity has doubled in the last five years and activities related to the service sector have demanded several impact studies.

2.4 Panorama of the education in the city of Rio de Janeiro

The fact that Rio de Janeiro was the capital of Brazil at one point in history left a legacy to the city of a solid structure of education and research, which was maintained even after the transfer of the country's capital to Brasilia.

Thus, the number of private and public Higher Education Institutions (IES) in the municipality of Rio de Janeiro in 2015, was:

Administration	University Center	College	Federal Institute of Education Science and Technology	University	Total
Private	8	50	-	6	64
Public	1	5	2	3	11
Total	8	55	2	9	75

Source: MEC/INEP 2015.

With regard to higher education, there is an increasing demand, as evidenced by the growing number of enrollments in the public and private institutions.

Year	Enrollment Brazil		Total
	Public system	Private system	
2011	1.773.315	4.966.374	6.739.689
2012	1.897.376	5.140.312	7.037.688
2013	1.932.527	5.373.450	7.305.977
2014	1.961.002	5.867.011	7.828.013

Source: MEC/INEP 2015.

Considering these data, the offer of higher education by FGV EBAPE represents an important regional contribution, offering quality training and preparing citizens to act in various activities of the public or private sector in the academia or in consulting and research projects.

2.5 Supply and demand of business teaching in the city of Rio de Janeiro

The demand for education in the field of administration has been growing at higher rates than the average for higher education. The table below shows enrolment numbers for recent years.

Bachelor's degree (in-class) Municipality of Rio de Janeiro			
	Number of programs	Administration	% Administration
Offered programs	831	77	9,26%
HEI	67	38	56,71%
Enrollment 2015	246.493	32.204	13,06%

Source: Inep/Microdata of the Higher Education Census.

Administration courses of all modalities (in-class and distant education) now represent about 13% of higher education in Rio de Janeiro, demonstrating an oversupply of programs in Administration (in-class), which in recent years have been boosted by the availability of grants and financing from the Federal Government.

Every day, the business sector faces new challenges. The contemporary management paradigm requires flexible forms of management, decentralization of functions, redesign of structures, and creativity of human resources. In this context, it is imperative that professionals are prepared to face continuous change, with a view to the highest quality and productivity of their actions, by adopting management models capable of generating results in a highly competitive market.

Currently, knowledge and information are key factors of organizational success, which is based on the effectiveness and integration of business processes. This integration results from planned actions, based on the knowledge constituted in the areas that make up an organization. Thus, education and the responsibility of fostering economic growth are together in the development of new knowledge and technologies and in preparing people for their professional careers.

Increasingly, the current and future demands of competitiveness, efficiency and effectiveness of public, private and nonprofit organizations are directed toward the preparation of managers capable of using state of the art knowledge to promote the country's development.

Likewise, the training of researchers who seek to expand the frontiers of knowledge and disseminate it to the scientific and technological communities is one of the requirements for improving the living conditions of society.

In order to meet the growing number of young people and adults seeking professional training and qualification, FGV EBAPE programs represent a significant contribution to social inclusion, reduction of regional inequalities and fundamentally contribute to the country's development, fulfilling the school's mission.

3. POLICIES OF INSTITUTIONAL PLANNING AND EVALUATION

FGV EBAPE has been prioritizing its alignment with the institutional strategy of the *Fundação Getúlio Vargas*, as well as carrying out its mission. As a way of maintaining its quality-oriented positioning, as well as pioneering teaching, research and extension, FGV EBAPE regularly promotes the discussion of its strategic planning with its faculty, students and personnel, in order to identify opportunities and challenges that contribute to guide its development and innovation initiatives.

3.1 Principles of institutional planning

In the strategic planning for 2016, held in October 2015, FGV EBAPE designed a five-year scenario, which covered a review of its principles, described in its mission statements and vision. The main results of this work are incorporated into its Business Plan. The FGV EBAPE's mission is:

To build and disseminate knowledge on administration, strengthening the synergy between the public and the private sectors, preparing professionals capable of influencing, with conceptual and methodological rigor, the thinking and practices relevant to the development of Brazil.

3.1.1 Guiding principles

In order to fulfill this mission, FGV EBAPE is based on the following guiding principles:

- continuous pursuit of academic excellence, permanent engagement with high level learning and research, as well as creation and dissemination of new knowledge in its area of expertise;
- encouragement, within a spirit of unity and professional ethics, of diversity of ideas and positions from its faculty and student body;
- emphasis on interaction with public, private and non-profit organizations, so as to be attentive to the country's expectations and the evolution of theory and the dissemination of the best administrative practices in force;
- commitment of professors, staff and students to FGV EBAPE's mission;
- fruitful partnership with recognized academic institutions of high level of excellence, established both in Brazil and abroad;
- continued development of a systemic view of the field of management and its links with related disciplines, avoiding fragmentation and stimulating interdisciplinarity in all its academic activities.

Vision

To be recognized internationally as a reference in Brazil for excellence in research and teaching in administration:

- for the placement and professional success of their graduates;
- for the quality and impact of its academic production;
- for the impact of teaching and research on policy makers in the government and managers in business and nonprofit organizations;
- for leading the national rankings and occupying important positions in the international rankings;

- for being recognized by international accreditation institutions;
- for the contribution to the development of knowledge in administration in academia, business, government and nonprofit organizations.

3.1.2 Strategic guidelines

Based on FGV EBAPE's planning process, these are the strategic guidelines:

Academic leadership in Brazil

FGV EBAPE has invested in the improvement of its academic production, with the purpose of becoming recognized nationally and internationally for the quality and impact of its publications. This change translates into the recognition represented by the high grades obtained in the evaluations from Capes and MEC, as well as by the quality of intellectual production and training of the students.

Continued pursuit of academic excellence at international standards

FGV EBAPE has advanced in its project of adherence to international academic excellence standards, both for the quality of its production and for its growing participation in international teaching and research networks. This change translates into the search for increased visibility and credibility with the international community.

Constant updating of undergraduate and graduate programs

In view of the evolution of knowledge and practices in the field of administration, FGV EBAPE updates its undergraduate and graduate programs, in order to make them more attractive, in line with the expectations of employers, academia, students and society. This change translates into innovative value propositions that are attractive to students' professional and personal development, as well as to the labor market and academic institutions.

Focus on the employability of graduates

The placement of FGV EBAPE professionals and researchers in outstanding positions in their professional careers is of utmost importance. Therefore, the initiatives and activities of the Career Center aim to prepare students with social interpersonal skills, in order to prepare them to face the challenges of their professional careers. This change translates into strengthening their ties with the business community and with public and academic institutions, adding greater quality to the programs.

Indissociability between teaching, research and extension

The indissociability between teaching, research and extension plays a fundamental role in the teaching-learning process, being based on the principles that guide FGV EBAPE's academic practices, anchored in the production, diffusion and socialization of knowledge, effectively materializing its social function. It is the search for the connection between real life and the 'desirable', the projection of the values originated from the identity of the school, materialized in its particular expertise: dealing with knowledge.

Socio-environmental responsibility

Socio-environmental responsibility guides the decisions and actions of the school, crossing the components of the curricular matrices of its various programs. This conception of education guides FGV EBAPE's educational project, so as not to leave aside its social commitments. From this point of view, educational daily life is complemented by social commitments and gives to the school a characteristic of plurality. It legitimately materializes, connecting the diversity of ideas and proposals that characterize the academic activities of FGV EBAPE.

3.2 FGV EBAPE's purpose

As an educational institution, the school aims to promote education, in multiple forms and levels, science and general culture, with the following objectives:

- encourage the development of research and scientific investigation, the creation and dissemination of culture, in order to contribute to a better understanding of the human role in the world.
- prepare students focused on their continuous learning, in order to promote, through their professional careers, the development of Brazilian society.
- encourage the study of social problems, especially the national and regional ones, in order to disseminate the findings and benefits resulting from culture and from research generated in the school.
- promote the dissemination and sharing of cultural, scientific and technical knowledge produced in the school.

3.3 Alignment with federal guidelines

FGV EBAPE purposes are in line with the Brazilian Education Law (*Lei de Diretrizes e Bases*) according to the provisions in art. 3 of its internal regulations. They are:

- contribute to form a framework of conceptual references in terms of economy, politics and society, by means of an in-depth and systemic reading of the particularities, tendencies and possibilities of solution for Brazilian problems;
- contribute to improve the performance of public and business initiatives, by forming a new culture of management committed to transforming the country's economic, political and social scenarios;
- contribute to the effectiveness and sustainability of social programs and projects, through the application of management tools appropriate for the reality of different organizations;
- contribute to the construction of a network of teaching and research institutions, in order to promote the development of different areas of knowledge.

3.4 FGV EBAPE goals and targets for the period 2016-2020

In line with the guidelines of MEC and with the guidelines of the parent organization, the unfolding of the general purposes of FGV EBAPE in objectives and goals for the next five years is described below:

	Objectives	Goals	Deadlines
1	Consolidate the position of the school as a center of excellence in public and business administration	Incorporate the knowledge generated in the school into the teaching and extension programs	Permanent
		To train researchers able to be integrated into the best research centers in the country and abroad	Permanent
		Attract qualified professors and researchers in the areas of interest of the school	Permanent
		Evolve in the quality of research results in terms of accuracy and relevance	Permanent
		Disseminate the knowledge generated in the school in the main national and international events and in high-level publications	Permanent
2	To reach maximum grades, for the undergraduate and graduate programs, in the institutional evaluation promoted by CAPES and MEC and by accrediting institutions	Improve the operation of the evaluation processes of the CPA and the NDEs, observing the current legislation	Permanent
		Obtain EFMD reaccreditation	By 2017
		Obtain AACSB accreditation	By 2018
		Implement the institutional development plan and the improvement of learning plan (PDAA) and the Assurance of Learning for undergraduate programs.	By 2017
3	Implement the process of strategic planning integrated with the budget	Develop the managerial indicators framework	By 2017
		Conduct the strategic planning in the period between August and September to incorporate its results into the budget sent to the board of directors	By 2018
4	Maintain the offer of undergraduate and graduate programs in line with the current and future demands of the labor market and society	Review the Pedagogical Projects of the undergraduate programs (in-class and distance education) based on the state of the art knowledge in each area	By 2019
		Synchronize the theoretical knowledge to the needs of the labor market and of society for better placement of the graduates	Permanent
		Elaborate and submit to CAPES a new proposal for a Master's degree program in partnership with FGV EAESP	By 2017
		Expand the number of courses offered in English	By 2020
		To reformulate the curricular structure of the Professional Master's Degrees focusing on the personal and professional development of the student body	By 2018
5	Expand internationalization initiatives and opportunities for the faculty and the student body	Maintain exchange programs with internationally recognized institutions for the expansion of the intercultural competence base in the areas of the school and its partners	Permanent
		Integrate researchers and professors into international teaching and research projects	By 2019
6	Incorporate recent technology advances into teaching practices with a focus on learning optimization	Use e-learning tools to optimize learning quality and delivery efficiency of teaching programs	By 2018
		Expand the offer of knowledge available to the student body	By 2020

7	Expand, within the scope of FGV, extension programs focusing on sustainability	Support student activities in existing programs and their own initiatives	By 2017
8	Improve working conditions with respect to the physical environment and organizational climate	Develop a plan to improve the work environment, preparing it for the school's core activities	By 2018
		Implement organizational climate program	By 2018
9	Improve the efficiency of administrative programs	Continuously train the administration personnel	Permanent
		Optimize processes with technological tools	By 2017
		Keep computer systems and equipment up-to-date	By 2018
10	Improve the faculty career system	Develop a faculty career based on best global practice	By 2017
11	Expand and consolidate the relationship with Alumni EBAPE, aiming at generating new relevant projects	Develop exclusive programs and events for alumni	Permanent
		Encourage alumni to participate and collaborate with FGV EBAPE by conducting projects, events and research	Permanent
		Expand and disseminate the name of FGV EBAPE and the school's programs in the organizations the alumni are working with and vice versa	Permanent

3.5 Resources allocated to accomplish the objectives and goals for the period

3.5.1 Forecast budget

The investments and estimated expenses are related to the improvement of the physical, academic and technological infrastructure of FGV EBAPE to maintain the quality and to meet the proposed expansion of the programs. The budget forecast registers, the amounts that will be used in the period 2016/2020.

Statement of Capacity and Financial Sustainability		
Year	Revenues	Expenses
2016	40.320.401,03	40.320.401,03
2017	44.352.441,14	44.352.441,14
2018	48.787.685,25	48.787.685,25
2019	53.666.453,77	53.666.453,77
2020	59.033.099,15	59.033.099,15

Source: FGV/EBAPE Controller – 2015.

3.6 Bases of the institutional evaluation

The FGV EBAPE institutional evaluation process includes the definition of objectives, methodology, strategies, resources and schedule of evaluation actions. The planning of this process, discussed with the academic community, takes into account the characteristics of the school, its size and the existence of evaluative experiences, based on the five axes provided in Technical Note INEP/DAES/CONAES nº 065/2014, Law nº 10861/2004 – SINAES.

For FGV EBAPE, evaluation is a powerful tool for management, improvement, strengthening, transparency and objectivity. Through its results, it is possible to identify the achievement of the school's goals, map challenges, diagnose social demands, promote an integrated vision of the actions of its different areas and representatives, thus providing reflection and permanent dialogue among the internal and external agents around the institution.

3.6.1 Principles of institutional evaluation

The institutional evaluation of FGV EBAPE respects, initially, the legal instructions outlined by MEC. The process of evaluation of the in-class and distance education undergraduate programs, as well as of the *stricto* and *lato sensu* graduate programs, aims to verify the compatibility between the academic excellence demanded from teaching, research and extension activities, and the quality perceived by the different members of the school and society. In this way, FGV EBAPE understands that the process of institutional evaluation encourages and directs changes that contribute to its development.

The results of the evaluations carried out guide FGV EBAPE's governing body in the academic and administrative management that contributes to the continuous improvement of its programs, in terms of contents and didactic methods, directed to:

- elaboration of the pedagogical project in the different levels of education;
- placement of graduates in the labor market;
- quality of the faculty;
- quality of the technical and administrative personnel;
- adequacy of infrastructure for activities;
- contribution to the country's development, as established in its mission.

The set of institutional evaluations carried out results in the construction of an interactive information system that assists decision-making, based on FGV EBAPE's strategic planning.

3.6.2 Institutional evaluation strategies

The institutional evaluation is carried out by the Self-evaluation Committee (CPA), using specific tools¹:

- focus group on works developed with the student body by FGV EBAPE's Coordinating Office for Evaluation of Educational Programs;
- survey using questionnaires applied to students of the Bachelor and Bachelor of Technology programs, as well as *stricto sensu* programs;
- survey using questionnaires applied to the technical and administrative personnel;
- survey using questionnaires applied to the graduates of the Bachelor and Bachelor of Technology programs, and graduates of the *stricto sensu* programs;
- survey using questionnaires applied to the alumni through the alumni network;

¹ The evaluation tools as well as the results, year by year, are available on demand.

- internal data collection, through the FGV Ombudsman's Office and the suggestion box in the FGV Library;
- regular meetings to evaluate the collected data and to discuss proposals and projects for institutional improvement, to be submitted to the school's board of directors;
- preparation of reports, based on the data collected, to disseminate information, both internally and externally;
- discussion of the reports in the Congregation, in the joint bodies, NDE, pedagogical meetings, CTA, and in meetings of the programs' coordination meetings with the board of directors.

3.6.3 Results of the external institutional evaluation

The results of the external institutional evaluation (IGC) carried out by MEC, from 2011 to 2014, can be summarized:

IGC	2007	2008	2009	2010	2011	2012	2013	2014
Grade	4,67	4,69	4,20	4,35	4,35	4,55	4,63	4,65
Position	3 ^o	2 ^o	17 ^o	10 ^o	12 ^o	5 ^o	3 ^o	3 ^o

Source: MEC/Inep

FGV EBAPE was also accepted by the Association to Advance Collegiate Schools of Business (AACSB), whose certification philosophy is based on the consistency of the institutional mission, which must be reflected in the processes that guarantee the accomplishment of the school's planning, in the strategies that support its academic-scientific programs and mechanisms of evaluation of the student's performance. The certificate of these two accrediting institutions puts the school in an exclusive group of educational institutions, which favors the exchange opportunities for students and professors.

4 ACADEMIC POLICIES

4.1 Teaching policies

4.1.1 Conception of education

Education for FGV EBAPE is strategic for the country's economic, cultural and social development process. Therefore, the school assesses its faculty in order to stand out based on the high academic level, in search of excellence in teaching.

This conception of education expresses its world view, while at the same time presents its role and social contribution at the regional and national levels, through the indissociability between teaching, research and extension, in the search for the connection between real life and the 'desirable'. It is a projection of the values originated from the identity of the school, materialized in its particular know-how: dealing with knowledge.

Such conception also guides the educational project, so as not to leave aside its commitments to the various publics. From this point of view, daily educational life is complemented by social commitments and stresses the character of plurality of the school. Thus, this conception of education legitimately materializes, articulating the plurality of ideas and proposals that characterize FGV EBAPE, in the direction of high purposes of generation and diffusion of knowledge.

4.1.2 Conception of teaching and learning

The conception of education supported by FGV EBAPE is based on the process of construction and reconstruction of knowledge, which is the product of collective practices, involving a series of transformative actions with each of them resulting in new knowledge. If knowledge is collective, consequently, knowing is also collective. By accepting that knowledge is transformed to result in the product that circulates in the school – knowing, or the attainment of knowledge – it is coherent that the programs are conceived as spaces of creation and transmission of the attained knowledge.

Because it does not present itself as ready or finished, knowledge cannot be seen as a product to be consumed by students. It requires, in its construction, the active participation of all, students, professors, tutors. From this point of view, knowledge will always be subject to the ambiguities and contradictions inherent in strangeness, which, through pedagogic practice, is established when scientific knowledge is contrasted with empirical knowledge, extracted from the students' daily experience.

As for learning, it is based on the educational action that is established between the professor and the student, with the creation of links between theories and their applications. However, unlike the transmissive-expository teaching methodologies, which center on the professors' speech and presence, FGV EBAPE chooses, as support for its work, active learning methodologies, which are student-centered and consequently, makes them take the role of the agent, and responsible for their own learning.

Based on this conception, FGV EBAPE aims for its undergraduate (in-class and distance education) and graduate programs to:

- reach members of the community by creating conditions for the full exercise of citizenship;
- be self-sustaining in reality, so that, from the knowledge and understanding of the environment in which one lives and acts, one can act consciously and in an efficient way;
- discard uniformity in favor of diversity, identify skills and characterize vocations, in order to maximize the potential of each student;
- help create a scientific mindset, so that the student can take an investigative stance in the face of phenomena, knowing, if necessary, how to intervene;
- enable full qualification, taking into account the cognitive level, the interests and needs of the students;
- give support to professional qualifications, taking into account the legitimate aspirations regarding the exercise of the profession;
- develop a critical spirit, contributing to the student's individuality, autonomy and freedom;
- help students understand the economic foundations of the community in which they live, so that they can contribute to the efficient use of resources in a sustainable way;
- provide resources that contribute to the development of team spirit, so that the student can cooperatively act in accordance with common objectives;
- contribute to the understanding of global issues affecting humanity and the planet;
- promote professional training capable of understanding and acting in different socio-cultural environments linked to their field of training;
- provide qualifications that allow the student to decide and act in accordance with ethical and moral precepts.

4.1.3 Universal educational principles

Education institutions around the world have committed themselves to the pillars that underpin the concept of lifelong education, proposed by UNESCO, in order to meet the challenges of a rapidly changing world. These four pillars are:

Learning to know

Combine the acquisition of general culture with in-depth knowledge of specific contents in order to promote training that will leverage the opportunities offered by lifelong education.

Learning to do

Acquire not only knowledge related to professional qualification, but also to develop skills, in order to enable the relation between theory and practice in social or professional experiences.

Learning to live together

Participate in collective ventures, working as a team and managing the conflicts that arise from them, so as to make themselves known through attitudes anchored in collaboration, pluralism and mutual understanding.

Learning to be

To act with autonomy, discernment, ethics and responsibility, in order to fully utilize all its potentialities – memory, reasoning, aesthetic sense, physical abilities, communication and interaction – in the promotion of socially considered values.

Based on these pillars, educational institutions, in addition to privileging access to knowledge, should promote the development of other dimensions of competences – skills, attitudes and values – that allow the student to reach their personal, social and professional fulfillment, thus meeting the technical, scientific, respect for the other, care for the environment and the permanent search for self-knowledge.

4.1.4 Institutional educational principles

The school understands that education is a political and philosophical instrument that guides its academic practices, considering its history, location, mission, aims and objectives.

The educational principles chosen by FGV EBAPE outline its institutional identity, explain the philosophical-pedagogical line of work that is the base of its courses, programs and projects, sustaining its organic operation and favoring the achievement of an excellence recognized by internal actors and society as a whole.

The educational principles guiding the development of the FGV EBAPE educational project are expressed as follows:

- equal conditions for access and permanence in the institution;
- freedom to learn, teach, research and disseminate culture, thought, art and knowledge;
- encourage pluralism of ideas and pedagogical conceptions;
- respect for freedom and tolerance;
- value the professional of education;
- democratic management of education, ensuring the existence of joint deliberative bodies made up of segments of the academic community and community representatives;
- guarantee quality of teaching standards;
- value extra-academic experience;
- links between education, the labor market and social practices;
- contribution to the implementation of governmental social inclusion policies for people of African descent and people with disabilities;
- contribute to achieving the goals established in the National Education Plan – PNE.

4.1.5 Principles of inclusive education

FGV EBAPE emphasizes meritocracy, from which it encourages the inclusion and maintenance of the equal access of all Brazilian citizens to education, particularly people with disabilities. The school works for the full participation of any student, professor or employee, either through the creation of physical and furniture infrastructure, or through the availability of services and means of communication and information to students.

FGV EBAPE strives to provide a system of teaching and pedagogical services that will accommodate different styles and paces of learning, while ensuring equality in the excellence and quality of education to all, either through appropriate teaching methodologies, organizational arrangements or the use of diversified resources, and partnerships with specialized organizations.

FGV EBAPE also believes that inclusive education provides an enabling environment for the acquisition of equal opportunities and full participation of people with disabilities in the learning process. Their success requires a clear effort, not only by professors and education professionals, but also by colleagues, parents, families and volunteers.

The school's social inclusion proposal is also based on the greater democratization of the access of the less favored segments of society to its programs, without compromising the criterion of merit as a legitimator of this access. Thus, the school contributes to reduce social inequalities, through inclusion policies, through the provision of an institutional scholarship program comprised of 'merit scholarship', 'reimbursable scholarship', 'social demand scholarship', among others. The scholarship program aims to ensure the permanence and the good performance of students with academic potential and those in socioeconomic disadvantage.

4.1.6 Principles of professional education

Global connectivity, intelligent machines, new media are just a few of the drivers that are reshaping the way work is conceived and, consequently, defines the professional skills that need to be developed.

Considering this scenario, in order to be successful in the near future, the professional must be endowed with professional competences that allow them to predict and implement changes in organizational structures. Professional competences involve skills resulting from having knowledge, capacity of using tools in efficient and effective ways, attitude in face of the work to be done, and beliefs and values that guide professional performance.

In the case of vocational training courses, focusing on the exercise of management, these competences include:

knowledge (Re)construction

Having knowledge and analytical reasoning to support the decision-making process.

Refinement of skills

Use of systems and tools to optimize professional practices.

Resizing attitudes

Discernment and critical vision to give credibility to personal positions.

Preservation of values

Ethical shielding to protect the human dimension and business sustainability.

As new requirements will reshape the work of organizations, FGV EBAPE teaches the following competences, essential to the success of the professional in the labor market:

Sense of doing

Ability to clearly determine the meaning of what should be done in order to obtain the best results.

Innovative mentality

Ability to think in an original way, so as to arrive at solutions and answers beyond what is formatted in rules and standards.

Social-Emotional Intelligence

Ability to manage feelings and decipher intentions, motivations and desires of the other, in order to work efficiently as a team.

Multi-media reading

Ability to read, elaborate and critically evaluate content in new forms of media, in order to leverage new forms of communication.

Intercultural Intelligence

Ability to work in different contexts and cultures, in order to adapt to new social realities.

Digital Profile

Ability to translate, through the use of new information technologies, large amounts of data, through the discovery of cause and effect relationships that can translate into new standards.

Inter/transdisciplinarity

Ability to understand concepts codified by various disciplines, in order to conceive knowledge in an interdisciplinary way.

Mental Projection

Ability to mentally represent tasks and processes in order to predict the desired results.

Virtual collaboration

Ability to work at a distance, in a productive way and with discipline, so as to act in global virtual teams.

Therefore, from the development of competences, FGV EBAPE seeks to build a professional qualification that attends to the constant and omnipresent changes of the contemporary world, emphasizing the creativity, the entrepreneurial spirit and the critical position oriented towards a positive agenda of transformations of the society. In this way, FGV EBAPE strives to prepare professionals with a broad vision of public and private business, capable of generating a positive agenda for change and transformation. It is also about identifying the relevant information, accessing it, interpreting it and transforming it into new knowledge.

From this perspective, FGV EBAPE aims for its students to develop skills:

To face the continuous changes, with a view to the highest quality and productivity of their actions, through the adoption of managerial models capable of generating results in a highly competitive market.

Adopt a new strategic, managerial and operational vision of business and the market, which will ensure the generation of competitive differentials and social welfare.

Develop entrepreneurial leadership, flexibility and capacity to adapt when facing the uncertainties of this new millennium;

Anticipate future trends, preparing to understand radical transformations that challenge day-to-day life.

Understand that innovative organizations should be designed as human systems of continuous learning and gradual accumulation of experience.

Master emerging technologies, from the creation and management of new knowledge in a deep and continuous way.

To value the human being as a creator and holder of knowledge, giving education a more relevant role.

To develop multicultural competences required to perform in complex national and international environments.

In order to foster the full development of these competencies, FGV EBAPE's educational programs direct the didactic-pedagogical activities to the appropriate recognition and definition of problems, the strategic proposal of solutions, the development of argumentation, the improvement of communicative practices that can project nationally and internationally the professional performance, the reflection and the critical action on the sphere of the production and the development of logical, critical and analytical reasoning. In addition, FGV EBAPE excels by encouraging proactive attitude, determination, political commitment and the will to learn continuously.

The aim is to fully develop the professional capacity of the graduates, giving them effective instruments to transfer their life experience to the work environment, as well as their professional work to life, enabling them to design, implement, consolidate and evaluate projects in public and private organizations.

4.1.7 Principles of distance education

FGV EBAPE has the principle that education is a strategic factor in the process of economic, cultural and social development of the country. It also conceives learning as a process of knowledge (re)construction, which is possible through the participation and interaction between the various actors of the academic community and the world of work.

In the distance education courses of FGV EBAPE, this conception guides the option for active methods and student-centered learning strategies, as well as the adequate selection of online activities. Therefore, the technological tools lead the student to live experiences, to be exposed to problem situations, to examine facts and phenomena in search of connections and to catalyze cooperative efforts in order to face the challenges presented to them. That is, the technological tools should allow the interaction of the student with the provided material, the staff, class, tutor, and creating conditions so that:

- Regardless of the geographic region, students have access to quality education and individualized instruction so that they concentrate their efforts on the aspects that they consider most relevant to their professional qualification;
- knowledge is transmitted through different types of materials and media, to encourage the student to go beyond the obligatory content;
- there is constant interaction with other students, through technology, stimulating the exchange and promotion of a knowledge network;
- productivity increases, so that the student has the environment and features that are conducive to different types and levels of interaction.

All FGV EBAPE distance education programs are structured in the same way, in line with the type of degree. Based on this structure, the school selected technological tools that, in addition to mediating the relationship between tutors, students and class, provide the direct and active involvement of the students in their learning.

5 CURRICULUM DESIGN

5.1 Desired outcome for graduates

The curriculum, when added to the work methodology chosen by the school and the strategies of performance evaluation, is designed to:

- stimulate the development and use of other languages;
- provide the acquisition of academic experience, at an international level, seeking to allow professionals to enter global markets;
- promote the acquisition of professional experience, including in a global perspective, through internship placement abroad;
- inspire motivation by ambition and desire for progress, through providing a notion of long-term and clear future career, beyond the idea of a first job;
- help positioning from critical reading of the socioeconomic context, from Brazil or from abroad, by analyzing the interference of macroeconomic and social variables in management, and vice versa;
- allow understanding and offering solutions to management problems, markedly complex by the simultaneous involvement of people, organizational culture, value chains, and organizational hierarchies;
- provide a good analytical capacity, in order to have a wider view of the context as well as of the details, by mastering the main management tools;
- develop interpersonal skills linked to effective argumentation, communication and persuasion, preparing for leadership and teamwork.

5.2 Principles of curriculum design

The curriculum design is based on the following pillars:

Internationalization

Working toward international exposure, by promoting the quality of academic agreements in order to enhance the international mobility of students, both inbound and outbound.

Alignment to the future

From the valorization of bilingualism to academic life and professional experience in the international arena associated with the desire for progress – product of the clear notion of career – and the development of interpersonal skills and the critical view of the social and macroeconomic environment.

Student-centered methodology

Offering disciplines linked to a methodology that recognizes the student as the agent of the learning process, which means that the student is able to study autonomously, making decisions and taking responsibility for their performance. Therefore, the student is not considered as a repository of content transmitted by professors.

Social relevance

Meeting the needs and conditions of the national and international context, as well as the expectations of the different segments of society regarding the role of management.

State of the art knowledge

Incorporation of new knowledge associated with the re-reading of what is available, with reference to the principles of universality that cross local standards towards the international context.

Intellectual development

Facing changes and technological, economic and cultural diversities, through the critical reading of environmental variables, basic training in quantitative methods, economics and social sciences. This is then applied, through management tools, to the context of government, business and nonprofit organizations, in situations of exchanges and internships, and in proposing solutions to problems, which is done by developing projects together with FGV EBAPE partner organizations.

Inter/transdisciplinarity

Mirrored in the transdisciplinary nature of the management field itself, an integrated approach to the object of study, expanded horizontally and complexified vertically by the focus on different areas of knowledge.

Sustainability and ethics

Immersed in globalization, we cannot ignore the demands of sustainability, social responsibility and ethics. Much more than bureaucratic burdens, they are ways to preserve the environment and the quality of our life, the life of humanity.

FGV EBAPE understands sustainability as humanity's capacity of self-maintenance. A sustainable society does not endanger the environment. Sustainable development improves the quality of life on the planet and respects the production capacity of ecosystems.

For the school, social responsibility drives people and companies to voluntarily adopt strategies, actions, and attitudes that promote the well-being of all. Social responsibility involves collective benefit.

Finally, ethics is not just about morality. Ethics is built by society on the basis of historical and cultural values. Values preserved by FGV EBAPE, through the exercise of criticism and reflection.

6 METHODOLOGICAL FOUNDATIONS

6.1 Methodological principles

Designed considering learning as a process of development/improvement of competences, knowledge must be openly addressed, its limits being the challenges of the school. For that, it is necessary to know how to potentialize incompleteness, to face

fallibility, to want more than one can, to give wings to curiosity, to want to know everything. One must be aware of the complexity of reality, aware of error as a normal condition. It is essential to analyze, question, deconstruct.

Differently from transmissive-expository teaching methodologies, centered on the professor's speech and presence, FGV EBAPE chose meaningful learning for undergraduate programs – both in class and distance education. This approach is student-centered, where the student is not a passive subject, but takes an active role in the learning process, that is, they become the agent, and responsible for their own learning.

From this point of view, meaningful learning implies in the use of a set of tools, based on problem solving, anchored in real or simulated events, in order to enable the student to formulate problem-solving hypotheses, to research, select and articulate information to the object of study, manipulate and analyze data to support positioning, and evaluate the coherence and relevance of the proposed solution.

From the student's point of view

Meaningful learning involves intuition, curiosity, foresight, initiative, autonomy, scientific spirit, self-management of learning, demonstration of prior knowledge, questioning, and decision-making.

From the professor's point of view

Meaningful learning involves creativity, planning, questioning, motivation and appreciation of the student's potential, flexibility, dealing with error as a learning strategy, and cross-evaluation among peers.

Students organized in teams appoint their leader, whose task is to promote harmony at work, encourage everyone's participation, and be aware of the schedule for each step of the work proposed. The team should also have a rapporteur to forward the team's work to their professor/tutor.

The teaching strategies that involve meaningful learning are carefully planned in order to provide problems that, as a starting point of the work:

- enable critical positioning;
- promote the ability of thinking, not reducing the problem to the mechanical application of predefined formulas;
- stimulate the search for information;
- optimize arguments and counter-arguments for the verification of points of view;
- avoid ready-made recipes, creating opportunities for trial and error;
- demystify the error, triggering the concern with provisional knowledge, with the need to formulate more solid arguments;
- treat knowledge as a process, since it must be taken over, surpassed and transformed into new knowledge.

Thus, knowledge is treated dialogically. The concern to transfer knowledge to be only copied and reproduced is neutralized. Students are challenged to foster their ability to problematize and seek their own answers based on convincing and theoretically sustained arguments.

6.2 Principles of the production of teaching material

FGV EBAPE encourages the development of teaching materials for the courses, due to the gap between the existing didactic material and the innovative requirements of the courses. In general, literature, although necessary, is insufficient. Therefore, the teaching material used in the school is both purchased and developed by the faculty, according to the nature of the curricular elements, based on specifications and standards defined by the joint body of the programs' didactic coordination and by the NDE.

The elaboration of didactic material is based on the didactic-pedagogical model chosen, which is based on the belief that knowledge results from collective practices. Therefore, for all courses, the activities designed lead students to live experiences, to be exposed to problem situations or their hypothetic representation, to decompose facts and phenomena in search of their relationships, to catalyze cooperation efforts in facing the presented challenges.

However, if the teaching-learning process is materialized with knowledge (re)construction, the choice of didactic material is essential to the educational practice. Thus, these materials should enable such activities. This means that, technological tools should enable the student's interaction with the material that is available for all involved in the learning process, the student individually and in a group, the class as a whole, the professor or tutor.

6.3 Principles of using technology tools

FGV EBAPE programs count on information and communication tools that, in addition to mediating the professor/tutor-student relationship, provide the direct involvement of the students, offering functionalities that provide knowledge (re)construction, through effective interaction. These technological tools form FGV's virtual learning environment (eClass) which, in addition to making the on-line delivery of diverse multimedia materials possible, enables organizing the contents studied in the disciplines.

In the case of distance education programs at FGV EBAPE, technological tools allow the development of individual and group/shared activities. The tools provide the possibility of self-evaluation, encouraging students to reflect on their performance throughout the program. The technology available provides essential functionalities for the quality care and guidance of the students by their tutors.

Finally, FGV EBAPE considers information technology not as an end, but as means that enables:

Socialization of knowledge

All students must have access to quality education. Therefore, technological tools are not a factor impeding access to regions with deficient technological infrastructure.

Individualized teaching

All students must be able to focus their efforts on what they consider most meaningful for their professional training. Therefore, the technological tools allow students to go beyond the mandatory contents of the course, deepening their study with several other types of materials.

Flexibility

All students must be able to access the course they are attending exactly at the time they wish. Therefore, technological tools do not limit the boundaries of space and time.

Satisfaction of personal learning needs

All students must be able to manage their learning process. Thus, technological tools facilitate self-assessment so that students can select their personal learning strategies.

Learning control

All students must be able to acquire knowledge, respecting their pace of study. Therefore, technological tools allow students to remain in a study unit if they do not consolidate it.

Increased productivity

All students should be able to interact with all class members. Therefore, the technological tools have an environment and features that are conducive to different types and levels of interaction, giving support from the personalized attention of the student to discussion forums that involve the whole class.

Motivation

All students should be able to have a strong involvement with the course. Therefore, the technological tools provide the presentation of different types of multimedia materials, to sensitize the students and to obtain a good level of response in the works that are requested.

Finally, technological tools should privilege interaction, dealing with the conflicts that emerge in the face-to-face or virtual classroom and, in conducting the search for solutions, enable students to deal with disagreements.

6.4 Principles of performance evaluation

The main purpose of the students' performance evaluation is to monitor the progress of learning as a whole and is delimited by theoretical and practical defining features. From this point of view, the evaluation has to be measured based on a model of education, translated in the methodology chosen by FGV EBAPE. Therefore, it is clear that there is a reason for the evaluation process; it is not a neutral activity. The evaluation is

attentive to the ways of overcoming authoritarianism and for the establishment of the individual's autonomy, which means the conquest of autonomy.

For the evaluation to be characterized as such, it is conceived as a diagnostic tool. This way of understanding, proposing and carrying out the evaluation is not meant as a way to pass or fail students, but rather supports the teaching-learning process. In this regard, FGV EBAPE favors methods, techniques and evaluation tools that take into account not only what has been learned by the students, but also the processes they have experienced in the development of competences.

In the in-class undergraduate program the student's performance evaluation is based on two regular assessments (A1 and A2) and one substitute evaluation, which is applied if the student has not obtained a mean of 6.0 in A1 and A2. Passing the courses is conditioned to the minimum attendance of 75% of the classes and to obtaining the final mark equal or superior to 6.0. The degree is awarded after passing all courses of the program and the preparation of a final assignment.

For the Bachelor of Technology program in the distance education modality, the evaluation of student's performance is based on online activities and face-to-face tests, respectively, weighing 4.5 and 5.5. Student participation is assessed as their contribution to the development of the class. Passing the courses is conditioned to obtaining a final mark of 6.0 or higher. The degree is awarded after all courses of the program are passed.

In the Executive Master's degree programs, the evaluation of student's performance is based on the performance in exams, assignments and projects. Passing the courses is conditioned to the minimum attendance of 75% of the classes and to obtaining the final mark equal or superior to 6.0. The degree is awarded after the elaboration and defense of a final assignment.

In the Academic Master's degree programs, the evaluation of the student's performance is based on the performance in exams, assignments and projects. Passing the courses is conditioned to the minimum attendance of 75% of the classes and to obtaining a grade equal or superior to C. The degree is awarded after the elaboration and defense of a final assignment.

As for the Doctorate programs, the student's performance is evaluated through exams, assignments, projects and participation. Passing the courses is conditioned to the minimum attendance of 75% of the classes and to obtaining a final concept equal or superior to C. The degree is awarded after passing two qualification exams and the elaboration and defense of the doctoral dissertation.

7 PROGRAMS

7.1 Bachelor's degree

7.1.1 Bachelor's degree in Administration – in class

FGV EBAPE offers a Bachelor's degree in Administration with 100 places and duration of four years. The program was authorized by MEC in Ordinance n° 580 of 28 March 2001, published in the Federal Government Gazette (DOU) on 29 March 2001, starting the activities in 2002. On 07 June 2006 it was recognized through Ordinance n° 233, published in the DOU on 06 June 2006 and in 2013, because it achieved maximum concept in the Preliminary Concept for Undergraduate Programs (CPC), the authorization of the program was automatically renewed (Ordinance n° 703 of 18 December 2013, published in the DOU on 19 December 2013).

The curricular design of the in-class program includes courses, complementary activities and internships.

Complementary activities

The complementary activities, an enriching component of the student's professional training, are any and all activities not included in the pedagogical practices envisaged in the regular development of the courses in the curriculum of the program, as long as adequate to the academic training and to the student's personal and professional improvement. It is a compulsory component for the completion of the program that allows the recognition of studies and activities, especially in the labor market and in extension initiatives offered by FGV EBAPE to the community.

The Coordination of Complementary Activities is responsible for organizing and disseminating a schedule of these opportunities, as well as evaluating and deciding on the validity of the documents presented by the students.

Internship and professional practice

The internship consists of activities of professional practice, exercised in real working situations in the specific area of the program, without employment relationship. As such, it is an indispensable component to the consolidation of the professional competences under construction in the preparation of the student. In this sense, the internship will bring the student – and future professional – closer to the reality in which they will act, allowing them to apply the acquired competences throughout the program, favoring the development of a network of relationships and increasing the interaction with professionals of different levels and areas in the organization's internal/external environment.

The Coordination of Internships and Professional Training has established and consolidated important partnerships with government, business and nonprofit organizations in a wide range of activities, with the aim of facilitating the student's training process.

FGV EBAPE, through its specialized bodies, is responsible for monitoring the students' activities in performing compulsory and non-compulsory internships, in order to guarantee the effectiveness of the experience, expanding the relationship with the business environment, as well as enforcing the norms established by the school.

The following table shows the history of the students attending the program from 2011 to 2015:

Year	Selected students	Applicants	Graduated
2011	43	273	69
2012	69	238	50
2013	56	204	52
2014	62	192	45
2015	65	184	34
TOTAL	295	1091	250

Source: Census of Higher Education 2014 and internal data.

7.1.2 Bachelor of Technology – distance education

FGV EBAPE offers the following Bachelor of Technology programs in the distance education modality:

Commercial management

The Bachelor of Technology in Commercial Management, offered in the distance modality, has 960 places, and was authorized by Ordinance n° 356 of 17 August 2011, published in the DOU on 18 August 2011. The program was recognized by Ordinance n° 436 of 30 July 2014, published in the DOU on 31 July 2014. In addition to training new professionals, the Bachelor of Technology in Commercial Management seeks to update and train professionals who do not yet have a degree, but already work as sales representatives, sales professionals, shopkeepers, service providers or sales team leaders, fulfilling a market demand for specialized training of professionals to work in commerce.

Tourism management

The Bachelor of Technology in Tourism Management, offered in the distance education modality, has 720 places and was authorized by Ordinance n° 353 of 17 August 2012, published in the DOU on 18 August 2012. The program was recognized by Ordinance n° 436 of 30 July 2014, published in the DOU on 31 July 2014. In addition to training new professionals, the Bachelor of Technology in Tourism Management seeks to update and train professionals who do not yet have a degree, but already work in the area of tourism management, with emphasis on issues related to competitiveness and business sustainability in the sector, thus supplying a market demand for specialized training of professionals.

Financial management

The Bachelor of Technology in Financial Management, offered in the distance education modality, has 720 places, and was authorized by Ordinance n° 357 of 17 August 2011, published in the DOU on 18 August 2011. The program was recognized by Ordinance n° 436 of 30 July 2014, published in the DOU on 31 July 2014. In addition to training new professionals, the program seeks to update and train professionals who do not yet have a degree, but already work or wish to work in finance, thus supplying a market demand for specialized training, at the undergraduate level, of professionals to work in the area of financial management.

Public administration

The Bachelor of Technology in Public Administration, offered in the distance education modality, has 720 places, and was authorized by Ordinance n° 355 of 17 August 2011, published in the DOU on 18 August 2011. The program was recognized by Ordinance n° 436 of 30 July 2014, published in the DOU on 31 July 2014. In addition to training new professionals, the program seeks to update and train professionals who do not yet have a degree, but already work in public management, thus supplying a market demand for specialized training of professionals to work in the public area.

Marketing

The Bachelor of Technology in Marketing, offered in the distance education modality, has 720 places, and was authorized by Ordinance n° 354 of 17 August 2011, published in the DOU on 18 August 2011. The program was recognized by Ordinance n° 436 of 30 July 2014, published in the DOU on 31 July 2014. In addition to training new professionals, the program seeks to update and train professionals who do not yet have a degree, but already work in marketing, thus supplying a market demand for specialized training of professionals to work in the marketing area.

Management processes

The Bachelor of Technology in Management Processes, offered in the distance education modality, has 4,500 places, and was authorized by Ordinance n° 21 of 16 January 2008, published in the DOU on 17 January 2008. The course was recognized by Ordinance n° 42 of 14 February 2013, published in the DOU on 15 February 2013. Its recognition was renewed by Ordinance n° 698 of 17 November 2014, published in the DOU on 18 November 2014. In addition to training new professionals, the program seeks to update and train professionals who work or intend to work in managerial positions in public or private organizations, as well as entrepreneurs who want to run their own business.

FGV EBAPE Bachelor's degree of Technology are intended for professionals who work or wish to work in managerial positions, in the public or private sector, as well as entrepreneurs who want to run their own business. With 1,600 hours of courses to be covered in four semesters (except for the Bachelor of Technology in Management Processes, that requires 2,400 hours), they consist of curricular blocks with emphasis in the area of management, common to all courses, and curricular blocks specific to each program.

With a focus on the development of competencies related to management practices, results and decision-making, the Bachelor of Technology programs count on the following differentials:

- faculty, authors writing the courses of the program, PhD and researchers in several areas of management;
- team of tutors trained in distance education and specialists in the areas of the courses;
- academic-scientific excellence of the school, associated to best practices and tools for distance education.

The programs' design uses as reference the competences required by each professional profile, and the materials meet the particularity of each student's study habits. Considering the future professional demand, it is up to the FGV EBAPE's Bachelor of Technology in the distance education modality:

- the development of critical vision, discernment and analytical capacity;
- literacy in new media;
- enhancement of skills related to collaboration in virtual teamwork;
- the interdisciplinary treatment of knowledge.

The curricular design of the Bachelor's degree in the distance education modality encompasses complementary courses and activities, held every six months.

Courses

With 1,600 hours to be covered in four semesters, the programs are made up of curricular blocks composed of two courses attended one at a time, sequentially. The first year's curricular blocks are composed of management-based disciplines common to all programs.

The workload of the programs is computed in credits. Since each credit corresponds to 15 hours, each curricular block corresponds to 12 credits, that is, to 180 hours of study.

Complementary activity

The complementary activity, which corresponds to one credit, requires attendance. The student must participate in 75% of the interdisciplinary workshops planned for the course (three workshops).

The content of the courses is transmitted in different media – e-learning, various types of digital texts, infographics, podcasts, videos, animations etc. Because they are carried out at a distance, the Bachelor of Technology programs are available in a virtual learning environment, online, called eClass.

Offices to support face-to-face activities

FGV EBAPE counts on offices where students attending the Bachelor of Technology programs in the distance education modality are offered additional support. These offices are in the following locations:

Location	State	Authorization
9 de Julho	SP	Authorized
Brasília	DF	Authorized
Curitiba	PR	Authorized
Foz do Iguaçu (City Center)	PR	Authorized
Foz do Iguaçu (Monjolo)	PR	Authorized
Goiânia	GO	Authorized
Londrina	PR	Authorized
Manaus	AM	Authorized
Paulista	SP	Authorized
Porto Alegre	RS	Authorized
Rio Branco	AC	Authorized
Rio de Janeiro (Barra da Tijuca)	RJ	Authorized
Rio de Janeiro (City Center)	RJ	Authorized
Rio de Janeiro (EBAPE)	RJ	Authorized
Santo André	SP	Authorized
São Luís	MA	Authorized
São Paulo (Itapeva)	SP	Authorized
Teresina	PI	Authorized
Belo Horizonte	MG	In process of authorization
Criciúma	SC	In process of authorization
Maceió	AL	In process of authorization
Porto Velho	RO	In process of authorization

Source: e-MEC/2015.

Below, tables with the history of students in the programs from 2011 to 2015:

B.Tech in Commercial Management			
Year	Students	Late-enrolment	Graduates
2011	-	-	-
2012	219	148	-
2013	163	211	-
2014	191	290	69
2015	122	225	43
TOTAL	695	874	112

Source: Census of Higher Education 2014 and internal data

B.Tech in Tourism Management			
Year	Students	Late-enrolment	Graduates
2011	-	-	-
2012	21	16	-
2013	14	19	-
2014	-	15	7
2015	-	7	5
TOTAL	35	57	12

Source: Census of Higher Education 2014 and internal data

B.Tech in Financial Management			
Year	Students	Late-enrolment	Graduates
2011	-	-	-
2012	236	170	-
2013	171	239	-
2014	205	314	61
2015	131	276	51
TOTAL	743	999	112

Source: Census of Higher Education 2014 and internal data

B.Tech in Public Management			
Year	Students	Late-enrolment	Graduates
2011	-	-	-
2012	105	67	-
2013	127	121	-
2014	89	137	26
2015	61	116	37
TOTAL	382	441	63

Source: Census of Higher Education 2014 and internal data

B.Tech in Marketing			
Year	Students	Non-enrolment	Graduates
2011	-	-	-
2012	207	139	-
2013	155	214	-
2014	156	260	57
2015	126	225	46
TOTAL	644	838	103

Source: Census of Higher Education 2014 and internal data

B.Tech in Management Processes			
Year	Students	Late-enrolment	Graduates
2011	729	1091	197
2012	507	1070	190
2013	499	988	188
2014	382	892	190
2015	231	688	148
TOTAL	2348	4729	913

Source: Census of Higher Education 2014 and internal data

7.2 Graduate programs

7.2.1 Lato sensu graduate program

FGV EBAPE operates MBA programs, included in FGV's portfolio offered by its Institute of Educational Development (FGV IDE). This portfolio includes all the lato sensu graduate courses offered in the schools of the foundation.

7.2.2 Stricto sensu graduate program

FGV EBAPE offers stricto sensu graduate programs that among the best Brazilian graduate programs in the scenario of international academic production, namely:

Executive Professional Master in Business Management (MEX)

The Executive Master in Business Management (MEX) of FGV EBAPE is recognized by the CNE/CES legal opinion n° 288/2015, approved by the Brazilian Ministry of Education (MEC) through the order published in the Federal Government Gazette (DOU) on 10 December 2015.

MEX is a well-known program in Rio de Janeiro and the first class started in 2002. Over the last years, it has a regular, consistent and qualified demand, made up of professionals already positioned in the market.

Given the fact that students are professionals that attend the program and work, the courses are offered during the evenings. The program has obtained the maximum grade in the evaluation by Capes and is among the best programs of professional masters in the country.

Professional Master in Public Administration (MAP)

The Professional Master in Public Administration (MAP) of FGV EBAPE is recognized by the CNE/CES legal opinion n° 288/2015, approved by MEC through the order published in the DOU on 10 December 2015.

The program is designed for public management professionals with different types of professional experience. The program is carried out in two periods, during the evenings for students residing in Rio de Janeiro, and, for students from other regions, in intensive courses.

Academic Master's and Doctoral degree

The Master's and Doctoral degrees of FGV EBAPE are recognized by the CNE/CES legal opinion n° 288/2015, approved by MEC through the order published in the DOU on 10 December 2015.

The program offers methodological and conceptual training equivalent to those offered by international programs, as well as knowledge and access procedures that respect the different contexts of the Brazilian reality. The program emphasizes the generation and dissemination of research through publications in top-level journals in the area of administration and related fields.

The following table shows students in the courses from 2011-2015:

Executive Professional Master in Business Management			
Year	Students	Non-enrolment	Graduates
2011	36	78	58
2012	42	97	48
2013	62	80	71
2014	68	77	64
2015	82	86	71
TOTAL	290	418	312

Source: CAPES and internal data.

Professional Master in Public Administration			
Year	Students	Non-enrolment	Graduates
2011	-	-	-
2012	34	30	-
2013	57	82	2
2014	54	89	39
2015	42	69	55
TOTAL	187	270	96

Source: CAPES and internal data.

Academic Master in Administration			
Year	Students	Non-enrolment	Graduates
2011	22	98	31
2012	24	23	88
2013	22	17	19
2014	20	17	13
2015	19	21	9
TOTAL	107	176	160

Source: CAPES and internal data.

Academic Doctorate in Administration			
Year	Students	Non-enrolment	Graduates
2011	19	49	8
2012	24	57	15
2013	10	52	11
2014	15	58	8
2015	7	55	11
TOTAL	75	271	53

Source: CAPES and internal data.

8 POLICIES FOR RESEARCH AND PUBLICATIONS

8.1 Conception of research

At FGV EBAPE, research is conceived as an educational principle and as a scientific attitude, for the production of new knowledge, to contribute to form the national identity and for the economic, cultural and social development of the country.

One of the main limiting factors for development in Brazil is the distance between academia and the productive sector. Brazilian research does little to solve the problems faced by the productive sector, therefore contributing little to the country's sustainable development. Thus, it is necessary to establish strategies to link the research developed in the educational institutions with the various sectors of the economy. In this context, FGV EBAPE's strategies to connect research to the productive sector are:

- establishing a communication channel with the market and governmental institutions to meet their demands, facilitating the synergy between the school, companies and society;
- strengthening entrepreneurship in order to stimulate students' entrepreneurial spirit;
- directing student activities to the productive sector, aiming at the development of scientific research;
- establishing cooperation agreements with organizations in the country and abroad;
- inviting companies and government agencies to participate in the school's joint body to strengthen partnerships.

8.2 Institutionalization of research

The research is institutionalized in FGV EBAPE:

- by the guidelines that govern the activities of the parent organization, *Fundação Getulio Vargas*;
- by the qualification and the conditions required from the faculty and joint bodies of the school;
- by the commitment of professors, embodied by the full-time work regime;
- by the allocation of specific resources in the School budget;
- by the availability of facilities, library and equipment necessary for scientific practice;
- by incentives to publish and disseminate the knowledge produced;
- by scientific exchange with similar institutions, national and international.

At FGV EBAPE, the research lines, organized by program, integrate the various levels of higher education:

Executive Master in Business Management

- Business Strategy: focus on processes and interventions in the relationship of the organization with the market and society;

- Behavior and Strategic Management of People: focus on the behavior of the individual and on the relationships and interactions between individuals in organizations;
- Business Finance and Accounting: focus on economic-financial information in decision-making on resource allocation.

Professional Master in Public Administration

- Public policies: focus on public policy and programs cycles and their effects on institutions and political systems.
- Governance and public administration: focus on administration, based on an intra and interorganizational approach, privileging the contextualization of the country's particularities.

Academic Master's and Doctoral degrees

- Behavioral and Decision-Making Sciences: focus on individual decision-making processes;
- Management and Organizations: focus on processes at the organizational level;
- Finance: Focus on business economics, asset pricing, corporate finance, banking, and financial decision-making;
- Institutions, Policies and Government: focus on the institutional level and the process of policy formulation.

8.3 Strategies for research incentive and support

One of the central parts of FGV EBAPE's research policy is the research incentive and support program *ProPesquisa*, which aims to stimulate faculty's research and scientific production, thus contributing to a significant increase in the quality of professors' academic production, especially with regard to research and publication activities.

Created in 2002, the *ProPesquisa* was a pioneer program in Brazil, proposing innovative design and operation. Since then, it has generated a significant positive impact on the scientific production of FGV EBAPE's faculty. Over the years, it has gained increasing credibility among the scientific community because of its rigorous criteria and processes for evaluating professors' publications and offering research support.

Coordination of the *ProPesquisa* Program

The position is occupied by a career professor, who is responsible for the operational management of the financial resources for research made available by the board of directors.

Research Advisory Committee

Composed by the coordinator of the *ProPesquisa* program and by two professors appointed by FGV EBAPE's board of directors, the committee suggests improvements to the norms, as well as deliberate on matters and issues not foreseen or not defined in the institution's rules, when requested by the coordinator of the *ProPesquisa* program.

Steering Committee

Comprised by FGV EBAPE's board of directors and two external scholars, it is responsible for deciding, in the second instance, on appeals from professors of the program regarding items judged by the advisory committee.

The *ProPesquisa* program consists of two sub-programs:

- Academic Research Support Program: aims to support professors in the implementation of new research projects;
- Academic Publication Incentive Program: aims to reward professors by publishing their research in scientific journals.

ProPesquisa allocates resources annually for the implementation of new research projects from professors of FGV EBAPE. These resources aim to complement traditional sources of research funds (CAPES, CNPq, Faperj and others). The Technical and Academic Coordination of the Program receives the proposal and the Research Advisory Committee is responsible for the approval. Applicants must coherently establish links between the research proposal, their academic programs or research centers, as well as the research lines. Professors also develop projects financed by funding agencies external to FGV EBAPE.

In addition to evaluating Research Proposals, each professor is evaluated according to the information extracted from their Curriculum Lattes, verified at the end or beginning of each year, and is classified as eligible for a specific range of funds, corresponding to the total academic production in the respective triennium. The approval of proposals and the classification of professor according to the range of funds they are eligible to access according to production, occurs once a year and is carried out by the *ProPesquisa* Technical-Academic Coordination, validated by the Steering Committee.

8.4 Principles of knowledge dissemination

In a time of opportunities and major global challenges, access to knowledge is the most relevant path for a nation's progress. With this in mind and considering its mission and that of its parent organization, FGV EBAPE is strongly committed to the scientific, social and cultural development of the country, as well as to that of other regions, especially those with which it celebrates institutional partnerships, promoting the socialization of the knowledge produced by its faculty. This is promoted through the intense participation in scientific events and the quality of the channels where this knowledge is published. Part of this commitment is the participation of all professors with tenure contracts in undergraduate activities, showing students firsthand findings of their research and scientific work.

8.5 Strategies to encourage publication

FGV EBAPE disseminates knowledge on the field of Administration through specialized publications.

Cadernos EBAPE.BR

Cadernos EBAPE.BR is an online journal about business administration with the aim of promoting discussions based on interdisciplinarity, dialogue and critical vision. It is a quarterly journal, which also presents one special issue per year and it is sponsored and maintained by FGV EBAPE.

Since 2003, it has published original national and international complete articles. The journal is indexed to the main national and international databases such as SciELO, Redalyc, Spell, EBSCO, ProQuest, GALE CENGAGE Learning. Classified as A2 – Qualis in its main area (Administration, Accounting and Tourism), the journal presents an impact factor calculated by SciELO of 0.0385.

In terms of its scientific editorial structure and authorship, *Cadernos EBAPE.BR* reaches a national and international audience. The target public includes professors, researchers and undergraduate and graduate students in Administration and related areas, and administration professionals in Brazil and abroad.

Brazilian Journal of Public Administration - RAP

The Brazilian Journal of Public Administration (RAP) is the main journal of the area in the country, maintained and edited by FGV EBAPE. With an issue every two months and print run of 500 copies, it has been distributed regularly since 1967 in a printed format and since June 2006 also in an electronic version in open access on the SciELO platform.

RAP is an instrument for the dissemination of the cutting edge knowledge on management, committed to the modernization of public and private organizations. Publishing articles that establish or follow the agenda of the main contemporary and prospective management topics, it promotes an encounter between the evolving conceptual universe, and the demands of the day-to-day managerial practice of managers working towards change.

The journal is open to contributions from all areas of knowledge concerned with the effectiveness and equity of public action. Among them, the following areas stand out: public administration; administration and development; human and social sciences and applied social sciences; organizational studies; social management; social movements; public policy. The journal's audience is formed by professors, researchers and students of higher education, undergraduate and graduate programs, professionals from public and private institutions and agencies, specialized libraries, federal, state and municipal agencies, as well as civil society organizations.

The journal adopts a strict editorial policy of double-blind peer review. Accepted papers must have an empirical-theoretical balance and be generated from original research, not disseminated in other national or international journals.

RAP is recognized for its quality and for being inclusive to other areas of expertise. In 2012, the journal became part of the EBSCO portal and of the electronic portal SPELL of the National Association of Postgraduation and Research in Administration (ANPAD). In 2013, the journal joined Diadorim and OASISBR. In 2014, Cabell Publishing, Inc.; AcademicKeys.com and the ProQuest's two most popular academic databases (ProQuest ABI/INFORM® and ProQuest Research Library™). In 2014, RAP was classified A2 – Qualis in its main area (Administration, Accounting and Tourism) as well as in three other areas: Political Science and International Relations; Interdisciplinary area; and Urban and Regional/demography Planning. It was classified B1 in Psychology and Applied Social Sciences I; B2 in Economics, Environmental Sciences, Geography and Nursing; and B3 in Education and Public Health. In 2015, the journal joined Gale – Cengage Learning, LatAm-Studies, Class and Open Academic Journals Index. In addition to participating in the SciELO collection and maintaining its classification in 2015 as A2, it is indexed by the SCImago Journal & Country Rank – SJR, which uses the bibliometric index of Scopus as source.

9 POLICIES OF EXTENSION

9.1 Conception of extension

For FGV EBAPE, extension is defined as an activity that aims to promote the connection between the school and society. It allows the transfer of knowledge developed with the activities of teaching and research, to the society, as well as allowing to capture the demands and needs of society, thus enabling the production and development of new knowledge.

9.2 Principles of extension

The principles of extension are:

- orientation towards the integration between teaching, services and community, involving the participation of students and teachers in teaching-learning actions;
- concentration of activities in FGV EBAPE's core areas of activity with a clear identification of the problems and demands of the community, so that the actions and transformations generated aim at regional and country development;
- allocation of human and material resources foreseen in the work plan and budget of the School for the execution of the programmed activities.

9.3 Strategies for extension

Connected with teaching and research activities, extension strategies enable the transformative relationship between FGV EBAPE and the external community. Extension is characterized as:

- offering short courses and other academic products of interest to the community;
- production and exchange of information, with dissemination online and through journals, newspapers, theses, books, etc.;
- development of special technical and scientific cooperation programs and projects established between the school and national or international bodies;
- offering specialized technical consultancy to public or private institutions;
- actions connecting teaching, service and community, involving the participation of students, in teaching-learning activities.

Extension courses are complementary to education at high school, undergraduate and graduate levels. They offer opportunities for updating, improvement and continuing education. These courses are intended to disseminate knowledge and new techniques, attentive to increasing quality and efficiency in delivering what they offer.

FGV EBAPE also maintains agreements and partnerships with several institutions, with the purpose of promoting the exchange of experience in the scientific, technical and cultural areas, as well as in teaching, research, extension and training activities.

There are two types of agreements:

Agreements through internship intermediary agents

Agents intermediating internships, such as the organizations: *Fundação Mudes* and *Centro de Integração Empresa Escola* (CIEE). The agreements established by these agents comply with the legal requirements of the legislation governing the internships. The agents play the role of facilitators in the relationship between the organizations and FGV.

Direct agreements between FGV and the organizations offering internships

Signed directly between FGV, on behalf of the schools, and specific organizations offering internship positions and who prefer not to use the facilities offered by the intermediary agents in the selection processes for interns.

FGV EBAPE reaffirms the strong commitment with the development of projects that contribute to promote social responsibility, social inclusion and sustainability.

The Program of Studies in Social Management (PEGS) of FGV EBAPE develops extension activities in partnership with *Cáritas Arquidiocesana* of Rio de Janeiro, through courses that promote the interaction between professors, undergraduate and graduate students of the School with representatives from different communities in the Metropolitan Region of Rio de Janeiro.

The courses focusing on Social Management promoted by PEGS in partnership with *Cáritas Arquidiocesana* of Rio de Janeiro, are:

Course in Social Management

It is the focus of the research agenda of PEGS. Continuing the current practice, the project Technology Transfer in Social Management aims to foster the teaching-research-extension relationship through the transfer of technology in social management to residents of communities assisted by *Cáritas* in the state of Rio de Janeiro through the creation of a computer lab.

Course in Community Project Management

For 20 years, it has been offered to communities in the Metropolitan Region of Rio de Janeiro, through a partnership between PEGS, EBAPE, FGV and *Cáritas Arquidiocesana* of Rio de Janeiro. About 800 residents from different communities and about 80 students enrolled in the regular undergraduate and graduate programs of FGV EBAPE. The course is divided into three modules (Elaboration, Administration and Evaluation of Community Projects). In the first module (Elaboration) there is a project built by the students during the course that, depending on the commitment and interest of the community, may or may not be implemented. The course aims to empower the community to manage their own projects in a participatory manner.

Course in Political and Citizenship Education

Regularly offered in the second half of the year, it aims to prepare people to act in municipal participatory committees, through a teaching-learning process structured from the perspective of the theory-practice relationship, based on dialogic education and respect for the existing knowledge in the group. It is divided into five topics: notions of computer science; social management, participation and citizenship; history of social policies and the role of bureaucracy; political dynamics of social actors; Federal Constitution of 1988 and social participation. It counts on practical activities constituted of visits to municipal participatory committees.

Course in Community Management with Emphasis on Environmental Sustainability

Created in 2013 and offered since then, the course brings together the experience of PEGS in community management courses and the experience of SAGE – Laboratory of Advanced Systems of Production Management, of COPPE/UFRJ in research in the area of environmental sustainability. The course is divided into two topics: introduction to environmental sustainability and introduction to the elaboration of community projects. The course offers technical visits to the Federal University of Rio de Janeiro, to learn about innovative experiences in environmental sustainability; and presentation of projects developed by the students throughout the course with the objective of collectively solving environmental problems identified in their communities.

10 INNOVATIVE PRACTICES

10.1 Internationalization

Internationalization is a competitive differential for FGV EBAPE when it comes to improving teaching quality and preparation of faculty and students. The aim of these efforts is to provide professors and students with an international experience in order to broaden their perspectives in processes of teaching-learning in the area of business and public administration, as well as their cultural perspective in different realities. Through this exposure, the school understands that it is consolidating the training of its students and professors, at the same time that it is increasing their capacity of future collaboration in the academic and professional areas

10.1.1 Strategies of internationalization

Internationalization brings a number of benefits by creating a diverse environment, which in turn provides new insights and helps stimulate creativity, innovation and flexibility among members of the school community. The environment generated by internationalization has a positive impact on the school's operations, helping to broaden the horizons of the staff and, more importantly, of the students. This approach contributes to prepare them to become leaders in both public and private sectors in Brazil, as well as preparing them for the challenges posed by globalization.

The key factor of the internationalization strategy is to strengthen the position of the school in the global market as an international reference for excellence in research and teaching in the area of administration. To this end, the school has intensified efforts to hire professors with significant international experience in renowned institutions specializing in public and business administration.

Today, FGV EBAPE has, among its professors with tenure contracts, a diversified faculty with professors from different nationalities. The school is continuously recruiting foreign professors in strategic areas. Another strategy of internationalization is the use of English as a medium of instruction in the graduate programs and the gradual increase of courses taught in English in the in-class undergraduate programs.

FGV EBAPE encourages inter-institutional cooperation through exchange agreements in Brazil and abroad, which promote the development of educational programs and joint research. In May 2002, the school's board of directors created the International Relations Department with the objective of supporting and strengthening the international cooperation activities carried out by the school's professors in the fields of business and public administration. This area has promoted the expansion of international cooperation activities through partnerships with the best business and management schools in the world.

FGV EBAPE leads projects involving foreign HEIs to conduct research and publications that stimulate the formation of a network of researchers aiming at the production and dissemination of scientific knowledge. The School is affiliated to the following institutions: International Association of Schools and Institutes of Administration

(IASIA), International Management Development Network (INTERMAN) and Latin American Council of Management Schools (CLADEA).

The School is also applying to join the PIM (Partnership in International Management) network, ensuring access to a broader set of international partners for the students of the school, as well as giving access to more opportunities for exchange to foreign students. In partnership with renowned international schools, FGV EBAPE also carries out dual degree programs – in the Bachelor's and Master's degrees – in addition to the participation of consortia to offer programs for executive master students, such as the Corporate International Master (CIM), Global MBA, the International Master in Practicing Management (IMPM) and the IMM (Global Executive MBA).

10.1.2 International accreditation

In 2014, FGV EBAPE obtained the international accreditation seal EQUIS – European Quality Improvement System (EQUIS-EFMD), one of the most important certifications in the academic world. The EQUIS seal, of the EFMD – European Foundation for Management Development), an international body that evaluates education institutions of administration, is an important international recognition of the quality of the school and is only awarded to institutions that meet international quality standards in teaching and research. In 2015, the Professional Master in Public Administration (MAP) was accredited by the International Commission on Accreditation of Public Administration Education and Training (ICAPA), which is the institution responsible for accreditation of public administration education and training programs according to the norms of the board of directors of the International Association of Schools and Institutes of Administration (IASIA). The accreditation process of ICAPA has the seal of the United Nations, with very high standards of excellence for public administration education and training. In addition to maintaining EQUIS and ICAPA accreditations, FGV EBAPE is working to obtain accreditation from AACSB (American Association of Collegiate Schools of Business) and NASPAA (Network of Schools of Public Policy, Affairs, and Administration).

10.2 Field Project

As there has always been a concern in the school for the application of knowledge, a concern that has been endorsed by data collected with the alumni and information collected, the school intends to develop a Field Project program. Based on problems that affect public, private or nonprofit organizations, students organized in small groups and under the technical and academic guidance of professors, describe the problem, collect information, organize data and present a report with results of their analysis and, in some cases, the solution to the problem.

Regardless of the status of the curricular internship, students enrolled from the third semester will participate in the Field Project. During this program, the students are treated as professionals of the organization, and are even formally evaluated on their work.

10.3 Internship

To increase the relation between theory and practice, FGV EBAPE promotes internships. The idea is to get the student to collaborate with government agencies, businesses and nonprofit organizations throughout the program, not only after obtaining the degree. In other words, after a quarter of theoretical and practical courses, in the following quarter, the student starts internships in partner organizations.

11 ACTIONS OF INTEGRATION WITH RELEVANT SOCIAL SEGMENTS

FGV EBAPE stands out for preparing capable professionals in tune with the current and future demands of the labor market. With employability rates close to 90%, FGV EBAPE graduates have been successful in their career paths.

To ensure this growing alignment with employers and the success of their graduates, two initiatives have recently been adopted to reinforce the commitment to the quality of the educational programs: Career Center and the Alumni EBAPE.

At the heart of these initiatives is the strengthening and integration with two important links of society: government, business and nonprofit organizations which are students' potential employers; and the alumni community.

11.1 Career Center

It is an area responsible for the guidance, counseling and follow-up of graduates in the development of their careers. From the development of relations with government, business and nonprofit organizations, the Career Center aims to identify the main changes in demands from professionals in terms of knowledge, profile, skills, and attitudes. With this constantly updated information, the Career Center proposes to reorient and complement the content of the training programs in a way that keeps them in tune with current and future labor market needs.

One of the important activities of the Career Center is to develop the set of interpersonal skills and competencies, which in general do not receive the attention they need in the curricula. Likewise, the center develops career planning and coaching activities for students in order to support them in their professional choices.

11.2 Alumni

Another important segment for FGV EBAPE is the alumni. In order to serve this public, the school has been implementing the Alumni Network whose purpose is to keep in constant contact with the alumni of all its programs.

The alumni represent an important channel of feedback for the school, being able to contribute both with suggestions for improvement and for the dissemination and promotion of its programs.

In addition, alumni are important references for students and can, from their experience, serve as counselors and tutors in the direction of their respective careers.

In the same way, FGV EBAPE can facilitate the use of its resources and programs, in the spirit of collaborating with continuing education.

12 MANAGEMENT POLICIES

12.1 Organizational structure

12.1.1 Principle of academic autonomy

The guidelines of the management process of FGV EBAPE have been built over the years and shaped by the political-institutional context. FGV EBAPE has full academic autonomy from its parent organization, which is reflected in the freedom to plan, implement and evaluate its teaching, research and extension programs. Academic autonomy also manifests in its administrative organization and decision-making processes, giving the joint bodies broad powers to discuss and influence the tactical and strategic issues of academic life.

12.1.2 Principles of joint management

FGV EBAPE's management model is strongly based on the measurable results based planning approach, using performance indicators that reflect the institutional goals. The practice of continually evaluating the progress of the established objectives permeates the various levels of the School, including the Congregation, the joint bodies and the Self-evaluation Committee (CPA), formal evaluation mechanisms that provide to the School the basis for a meritocratic system of incentives.

The organizational structure of FGV EBAPE is composed of deliberative and executive bodies at two hierarchical levels: higher administration and basic administration.

The bodies of the higher administration are the congregation, the board of directors, the consultative council and the technical and academic council.

The bodies of the basic administration are the joint body of academic training and research, the center for academic training and research (CFAP), the joint body of the undergraduate center and the undergraduate center (CEGRAD).

The support bodies are the secretariat, library, controller, ombudsman, pedagogical support center for undergraduate education, regulation and evaluation department and other services.

The body responsible for conducting the process of institutional self-evaluation is the Self-evaluation Committee (CPA).

Professors and students participate in joint bodies, responsible for dealing with academic issues, defined in FGV EBAPE's internal regulations.

12.2 Faculty

12.2.1 Design of teaching staff

The faculty of FGV EBAPE has an outstanding academic curriculum, with Master's and doctoral degrees, most of which are obtained from renowned national and international institutions, as well as proven professional experience, which guarantees a constant update in their daily activities, inside and outside the classroom.

In addition to teaching, professors carry out technical work such as speeches, consultancies and advisory services, as well as being dedicated to scientific production and to advise undergraduate students regarding internship or assignments, as well as to advise graduate studies.

12.2.2 Composition of the faculty

Currently, there are 85 professors working at FGV EBAPE, 76% of which hold a Doctoral degree, 22% Masters and 1% Specialists.

Work regime	Education			
	Doctorate	Specialist	Master	Total
Per hour	3	-	3	6
Full time, no exclusivity contract	52	-	9	61
Part time	10	1	7	18
Total	65	1	19	85
Percentage	76%	1%	22%	100%

Source: Census of Higher Education – INEP/MEC: 2014.

The FGV EBAPE compensation plan (PCS) refers to the faculty and administrative staff, with the purpose of enhancing the work of those who sign a contract with FGV, offering to the school, at the same time, an indispensable instrument of personnel management, allowing to attract, develop, remunerate and maintain highly qualified people on its staff.

FGV's personnel are organized into six groups, and in the first group are the careers in teaching, research and economic analysis. The teaching career is structured in the positions of Assistant Professor, Adjunct Professor and Full Professor.

Junior or Assistant

No minimum experience is required to fill the position. For full performance, the professional needs at least two years of experience. The minimum required education level is a Bachelor's degree for technical positions and Master's degree for teaching positions.

Full or Adjunct

The minimum experience required to fill the position is three years. For full performance, the professional needs at least six years experience. The minimum required education level for teaching and research career positions is doctoral degree.

Senior or Full

The full performance in this position requires a minimum experience of ten years. The minimum educational level required for teaching and research career positions is the doctoral degree. It is required to have developed or implemented a project with impact in the school. For teaching and research career positions, the professor must have published innovative monographs, research or projects and book, in their professional field.

In addition to career professors, FGV EBAPE counts on the following teaching categories:

Extra-career professors, recruited among specialists with proven experience in their areas of expertise;

Lecturers recruited among professors or specialists with proven professional experience to participate in specific teaching activities;

Visiting professors recruited among scholars with proven experience in their areas of expertise, belonging to the cadres of national or foreign academic institution, for a limited period.

The faculty of FGV EBAPE is subject to the provision of services under the following regimes:

Commitment	Requirements
Full time	The workweek is comprised of 40 hours, 20 hours teaching and 20 hours dedicated to studies, research, extension, scientific and intellectual production, planning and evaluation.
Part time	The workweek is comprised of 20 up to 39 hours of work teaching. 25% of the hours are dedicated to studies, research, extension, scientific and intellectual production, planning and evaluation.
Per hour	Teaching for the number of hours as hired.
Tutor	Minimum 20 hours per week, for tutoring activities.

12.2.3 Professors admissions strategies

The salaries of teaching positions are fixed pro-rata, corresponding to a 40-hour workweek, with special legal regimes considered.

The entry into the teaching career in the hourly work regime, occurs through a selection process. The minimum requirements for admission, entry and mobility through the different contracts applied to professors working per hour are:

- Professor per hour contract 4 – Certificate of Specialization;
- Professor per hour contract 3 – Master's degree;
- Professor per hour contract 2 – Doctoral degree;
- Professor per hour contract 1 – Doctoral degree, minimum experience of six years teaching in higher education institutions and relevant publication contributing to theoretical development in the field of Administration.

Professors are hired by the parent organization, according to the labor law regime, observing the criteria and norms established in FGV EBAPE's internal regulation and in the FGV Compensation Plan.

The tutors are professors hired to work in the distance education programs offered by the school. They are not considered as employees, and are selected based on their curriculum vitae, observing:

- Professional experience – at least two years of work experience in areas related to the course; at least one year of classroom experience – academic or training;
- Profile – previous experience as a distance education student; previous experience as a distance education tutor/teacher;
- Education level – desirable Master in the area of knowledge of the course;
- Linguistic competence – proper use of standard written language;
- Knowledge of information technologies – navigation and search skills on the internet, use of communication tools and basic applications.

Professors' working hours, not used in teaching activities, are distributed in class planning, assistance to students, preparation and correction of exams and tests, research, administrative functions, meetings of joint bodies, participation in training events, extension practical or advisory activities.

As in the distance education programs, a great part of the interactions with students and class occurs asynchronously, and in the same way as the mobilization, mediation, orientation, support and evaluation of the student, occur, often individually, the workload of the tutor varies according to the duration of the course and the size of the class.

Eventually and for a limited time, FGV EBAPE can hold a selection process among collaborating professors to fill temporary vacancies. The definitive substitution of professors who are part of the teaching career is subject to a specific selection process.

12.2.4 Teaching qualification strategies

Teaching qualification strategies are adopted to improve the quality of teaching, research, and extension through providing graduate education opportunities, training

and professional updating, building conditions for professors to deepen or improve scientific, technological and professional knowledge.

Considering that FGV EBAPE has as principle the promotion of continuous improvement of academic qualification, training in new teaching methodologies and technologies, faculty qualification is closely linked to the teaching career plan. The following incentives are offered to professors, in addition to those provided for in the FGV compensation plan:

- full or partial scholarships for doctoral degrees, master's degrees, specialization or academic or professional improvement opportunities;
- financial and operational support for participation in scientific events in the field of work or in a related area;
- dissemination and/or publication of theses, dissertations, monographs or other academic or professional works;
- encouraging to publish research and academic production;
- infrastructure for printing or editing scientific production, sponsored by the school;
- work leave, without loss of compensation, to participate in graduate or professional training programs, external or internal.

In the case of tutors' training to work in the distance education programs, the school offers a three months' course 'FGV EBAPE Certification of Tutors', in the distance education modality. The certified tutor that obtained average grade of 7.0 will be able to tutor classes of FGV's distance education programs.

With regard specifically to teachers of Brazilian Sign Language – LIBRAS, FGV EBAPE complies with Law 10.436, of 24 April 2002 and Decree 5.626, of 22 December 2005. In this sense, FGV hires a teacher-interpreter and the school offers methodology courses for the teaching of LIBRAS, so that pedagogical activities can enable the socialization, understanding and permanence of the hearing impaired in school until their graduation.

12.2.5 Strategies to encourage publication

The promotion of faculty publication is carried out through *ProPesquisa*, a program to support the academic research and production, in order to stimulate the publication of scientific articles, thus contributing to FGV EBAPE and FGV objectives of generation and dissemination of knowledge in the area of Public and Business Administration.

Financial incentives are offered to professors who are authors and co-authors of national and international publications, based on the bibliometric bases, according to the international status of each publication.

Scientific articles

The following aspects are considered for the classification of professors, in addition to points in the combination between Qualis/CAPES, Thomson Scientific (Impact Factor) and SCImago Journal Rank:

- result of theoretical or empirical research;
- publication in an academic journal with an editorial board (Research Articles);
- blind review evaluation;
- original publication;
- explicit indication of the author's affiliation to FGV EBAPE.

Books

- considered only when author of the entire book;
- publication by the top five publishers of the best research schools;
- research results;
- blind review evaluation;
- original publication;
- explicit indication of the author's affiliation to FGV EBAPE.

12.2.6 Didactic-pedagogical support strategy

FGV EBAPE counts on the Center for Pedagogical Support (NAP) in order to guide professors when carrying out the courses, suggesting methodologies, resources, activities and work proposals. The NAP team, made up of post-graduate professionals in the area of education, contributes to the improvement of the pedagogical project of the school's programs.

12.3 Technical and administrative staff

12.3.1 Conception of technical and administrative staff

The technical and administrative staff of FGV EBAPE, made up of non-teaching staff, is responsible for supporting the final activities necessary for the proper functioning of the school.

12.3.2 Composition of the technical-administrative body

In 2015, the technical-administrative staff of the School was:

Education	Number of people 2015
Incomplete high school	1
High school	4
Incomplete bachelor degree	11
Bachelor degree	16
Specialization (completing)	3
Specialization	11
Master's degree	5

FGV EBAPE ensures the maintenance of appropriate standards in terms of recruitment and working conditions, and offers opportunities for technical and professional improvement to employees. Non-teaching employees are hired by the parent organization according to the labor laws regime and observing the criteria and norms established in the FGV EBAPE internal Rules and in the FGV compensation plan.

The Compensation Plan (PCS) was created with the purpose of valuing the work of FGV's employees and providing the foundation with an indispensable personnel management tool, enabling to attract, develop, compensate and retain highly qualified personnel. FGV's personnel are organized in six groups:

Junior or assistant – no minimum experience is required. For full performance, the professional needs at least two years of experience in the position. The minimum required education level is a Bachelor's degree.

Full or adjunct – minimum of three years of experience required. For full performance, the professional needs at least six years of experience. The minimum required education level is a Bachelor's degree.

Senior or full – minimum of ten years of experience in the job. It is required to have developed and/or implemented a project with impact in the school. The minimum required education is a graduate degree.

12.3.3 Strategies for employees' admission

Admission to any position must be given through a selection process, subject to minimum requirements. The salary of the employee must correspond to the first salary level. Admission may occur in other salary levels different from the first one, when there are vacancies or if there is a need for a specific professional qualification. There are three ways employees may move within the FGV staff framework:

Promotion – alteration of the employee's salary, within the same salary level for the occupied position.

Access – the employee moves from one job class to another according to the complexity of the job, usually in the same career.

Transfer – the employee moves from one position to another of the same salary level in a distinct job class, whether an isolated job or a career-related one.

The salary of each employee is determined by the value of the job class they occupy and their performance. Their status in a salary level results from these two analyzes:

- the first part of the salary, related to the position, is established through the evaluation of positions, that is, the hierarchical/strategic position in FGV, and the information from the market; the value of the salary is represented by the initial salary of each class, in the first level;
- the second part of the salary, referring to the individual, is established by means of performance appraisal and the rules of career mobility; the value of this compensation is indicated according to the salary levels.

12.3.4 Technical and administrative training strategies

FGV EBAPE ensures the maintenance of appropriate standards in terms of recruitment and working conditions, and offers opportunities for technical and professional improvement to employees.

The qualification of the technical and administrative staff aims to improve the professional practices, promoting the improvement of the quality in performing the roles. For this purpose, employees are offered scholarships for undergraduate programs as well as *latu sensu* and *stricto sensu* graduate programs, corresponding to a monthly stipend of up to 100% of the monthly fee for the program attended. Training and professional updating courses are also offered at the school. FGV EBAPE supports employee participation in scientific events and other activities related to technical, administrative and operational support functions.

13 STUDENT BODY

13.1 Structure of the student body

The student body of the in-class Bachelor's degree is comprised of students, primarily from Rio de Janeiro, including also students from other regions of the country and international exchange students.

As for the Bachelor of Technology in the distance education modality, the age range of students fluctuates from 25 to 40 years old, which validates the design of the target audience's profile of the programs, based on the understanding that they are intended for those who have already started – and have not managed to finish – a bachelor's degree; who are already in the labor market; have their own company or hold middle management positions in various types of organization. In short, everyone who wants to improve their professional position in the labor market.

The distribution of students in the country is more concentrated in the large capitals – São Paulo and Rio de Janeiro – and dispersed in the North and Northeast Brazilian regions, although these areas are characterized by a shortage of qualified professionals.

13.2 Selection strategies

Admission to Bachelor's degree programs is carried out through the selection process in one of the following modalities:

Entrance exam

Primarily promoted by the School, it is open to all candidates who, having completed high school or equivalent, are approved and classified within the number of places offered.

National High School Examination – ENEM

Open to all candidates who, having completed high school or equivalent, are approved and classified according to specific criteria, within the number of places offered.

Transfer

Open to students from another Higher Education Institution, respecting the compatibility of the programs, place availability and specific selection criteria, provided that the utilization of the credits from equivalent courses does not exceed 25% of the total hours of study required by the program of the School.

Re-entry

Open to holders of a higher education diploma who wish to obtain a Bachelor's degree or be certified by the program, observing the availability of places and satisfactory evaluation in a specific selection process.

Cultural agreement

Opened on the basis of agreements or contracts with other institutions, signed by protocol, in the form of FGV/EBAPE's internal regulations, with a definition of the number of places, criteria and conditions.

The registration to participate in the entrance selection processes are opened by notice, which includes number of places, deadlines, required documentation, selection methods and instruments, approval and classification criteria and other useful and necessary information.

The selected candidate must arrange for their enrollment in the school and register to follow the courses, presenting, within the stipulated time, the documents previously required. Failure to comply with the enrollment procedures and deadlines provided, authorizes the School to make reclassification for the registration of subsequent candidates, within the order of classification, in accordance to the norms of the selection process.

In the Master's and Doctoral degree programs, the selection of candidates is carried out based on the following steps:

Master in Public Administration: ANPAD selection test (alternatively GRE or GMAT), writing essay, curriculum vitae evaluation and interview.

Master in Business Management: English language exam, test of quantitative reasoning, essay writing, curriculum vitae evaluation, interview, optional ANPAD, GRE and GMAT tests.

Master and Doctorate in Administration: ANPAD selection test, Toefl or Yelts exams, curriculum vitae evaluation, interview.

13.3 Principles of student reception

Considering the importance of promoting the integration of the students into the academic environment, FGV EBAPE counts on the New Student Reception Program, developed by the Center for Pedagogical Support (NAP) which accompanies the academic trajectory of the students, in order to favor their permanence in the program.

The New Student Reception Program has the following objectives:

- develop actions that foster intercultural dialogue in the academic community;
- Receive, offer information about FGV EBAPE, socialization, solidarity and awareness to new students;
- integrate the new student in the academic environment, promoting contact with professor and senior students and information about courses, research projects and continuing education programs.

13.4 Strategies for pedagogical support

With the objective of attenuating deficiencies in the previous education of the new students, FGV EBAPE offers both in-person and distance levelling courses in Mathematics. With regard to academic activities, FGV EBAPE has administrative, pedagogical and professional orientation services:

Administrative orientation

In the intranet, the student accesses all administrative and academic information related to the completion of their program.

Pedagogical orientation

Through the Student Assistance Center, the student counts on the support of professors, pedagogues, vocational counselors and psychologists. This is the place to listen to the student's suggestions about their participation in the School.

Professional orientation

Through the FGV EBAPE Placement, the student receives support for planning their career, not only when it comes to entering the labor market, but also in terms of placement.

Extracurricular service is carried out by the program coordinators, the NDE and the professors. In addition, FGV EBAPE counts on the Center for Undergraduate Education Support, responsible for the interface between management, coordination, professors and students.

13.5 Financial support strategies

The financial support to students is provided through scholarships:

Bachelor's degree

- complete or partial scholarships are granted by FGV to students in social disadvantage and based on merit;

- research grants to students who participate in research projects approved by FGV EBAPE;
- scholarships related to extension programs, to students participating in the programs approved by FGV EBAPE.

Bachelor's degree (distance education)

complete or partial scholarships, granted by FGV to students in social disadvantage and based on merit.

Master's and Doctoral degree

scholarships granted by FGV EBAPE, CAPES and CNPq.

13.6 Career support strategies

The school adopts strategies to support the students' career development, in a progressive process that starts at the beginning of the program, consolidates at the end and is extended throughout the professional career of the alumni.

Internship and job placement

Area that maintains contact with the students who completed their degree, in order to collect up-to-date personal information and data on the professional placement.

Careers Center

Area responsible for the orientation, counseling and follow-up of students who completed their degree on career development, fostering the network between current and former students, in order to facilitate professional placement.

Alumni Network

A channel that enables the continuous exchange of information and experiences between FGV EBAPE and the students who completed their degree, in order to present the projects being developed in the School, to propose discussion groups on topics of community interest, to share the professional trajectory of both ex and current students, creating a bridge between the professional and academic worlds.

13.7 Academic Infrastructure

Located at *Praia de Botafogo*, FGV EBAPE occupies a building adjacent to the headquarters of the *Fundação Getulio Vargas*. Its facilities are adequate to the full development of academic activities, attending conditions of comfort and well-being. All areas of FGV and FGV/EBAPE are suitable for the movement and permanence of people with disabilities.

Classrooms

The School has rooms/auditoriums with a capacity of 45 to 55 students, air conditioned, well lit, with audiovisual and computer equipment, connected to the Internet.

Auditorium

The School has 3 auditoriums, with capacity for 50 people, in the amphitheater style, equipped with sounding resources and internet cabling, with points for laptops in the benches.

Professor rooms

The School has rooms equipped with individual computers and printers, to support the professors' work.

Coordination rooms

The School provides rooms for the coordination of the Bachelor's degree and the graduate (Master's and Doctoral degree) programs.

Meeting rooms

The School provides meeting rooms equipped with computers and TV.

Computer Labs

FGV EBAPE has five computer labs, with state-of-the-art equipment, available to students and professors, for an expected use of 30 students per equipment.

Library

FGV library occupies an area of 1,189.69m² to keep the collection and administrative activities. The library counts on a multimedia area with self checkout points, computer lab, individual study.

CPA

The FGV EBAPE Evaluation Committee has a specific space reserved for its operation, in an air-conditioned environment, with technological resources that enable the development of the activities performed by a qualified staff. The CPA has financial autonomy to carry out its activities and to produce materials (communication material, banners, websites), application of research, and dissemination of results.

13.8 Infrastructure for the students

FGV EBAPE has specific areas for students.

Junior enterprise

Located in a large and well-equipped room, *FGV Junior* is a junior enterprise created to promote the students' experiential learning, conducting consulting projects assisted by professors.

Student rooms

FGV EBAPE has support rooms for Master and Doctoral students.

Room of the Student Academic Center

FGV EBAPE has a work room for the student body and its governance, to carry out the activities of the Student Academic Center.

Lounge

For the comfort and convenience of students, professors and personnel, FGV/EBAPE has a living area properly equipped and able to host recreational and cultural activities.

Food court

FGV's headquarters building has a cafeteria and restaurant with 226 seats which serves between 750 and 800 people per day. In its surroundings, there are several restaurants, snack bars, shopping malls.

13.9 Communication Infrastructure

FGV EBAPE organizes and controls internal and external communication strategies and channels, with the objective of promoting the dissemination of teaching, research and extension activities, administrative transparency, exchange with the external community and the interaction between professors, students and technical-administrative body.

13.10 Administrative infrastructure

FGV EBAPE has facilities compatible with its organizational structure and administrative activities. All spaces of FGV and FGV EBAPE are also suitable for the movement and stay of people with special needs.

Offices of the Director and Deputy Director

The Director and the Deputy Director have specific offices for their activities.

Secretary

Area of the financial department and administration of the school.

13.11 Financial infrastructure

It is the responsibility of the parent organization to promote the adequate means to allow the proper functioning of administrative and academic activities of the School, making available movable and immovable property and assuring sufficient financial resources to cover the costs. The approval of the school's annual budget and decisions that have economic and financial repercussions depends on the parent organization.

The financial sustainability of teaching and research activities is also obtained through the offer of Bachelor's degree (in-class and distance education) program, stricto sensu graduation program, as well as short and medium term courses. There are also

resources from the provision of consultancy to public and private organizations. The resources obtained are distributed among the teaching, research and extension areas, as well as the public assets of the FGV

13.12 Security infrastructure

The building where FGV EBAPE works meets the safety standards for personnel and equipment. It is properly equipped with extinguishers and fire escape ladders, as well as wide circulation areas. Access control is carried out by FGV employees, in person and through closed circuit TV.