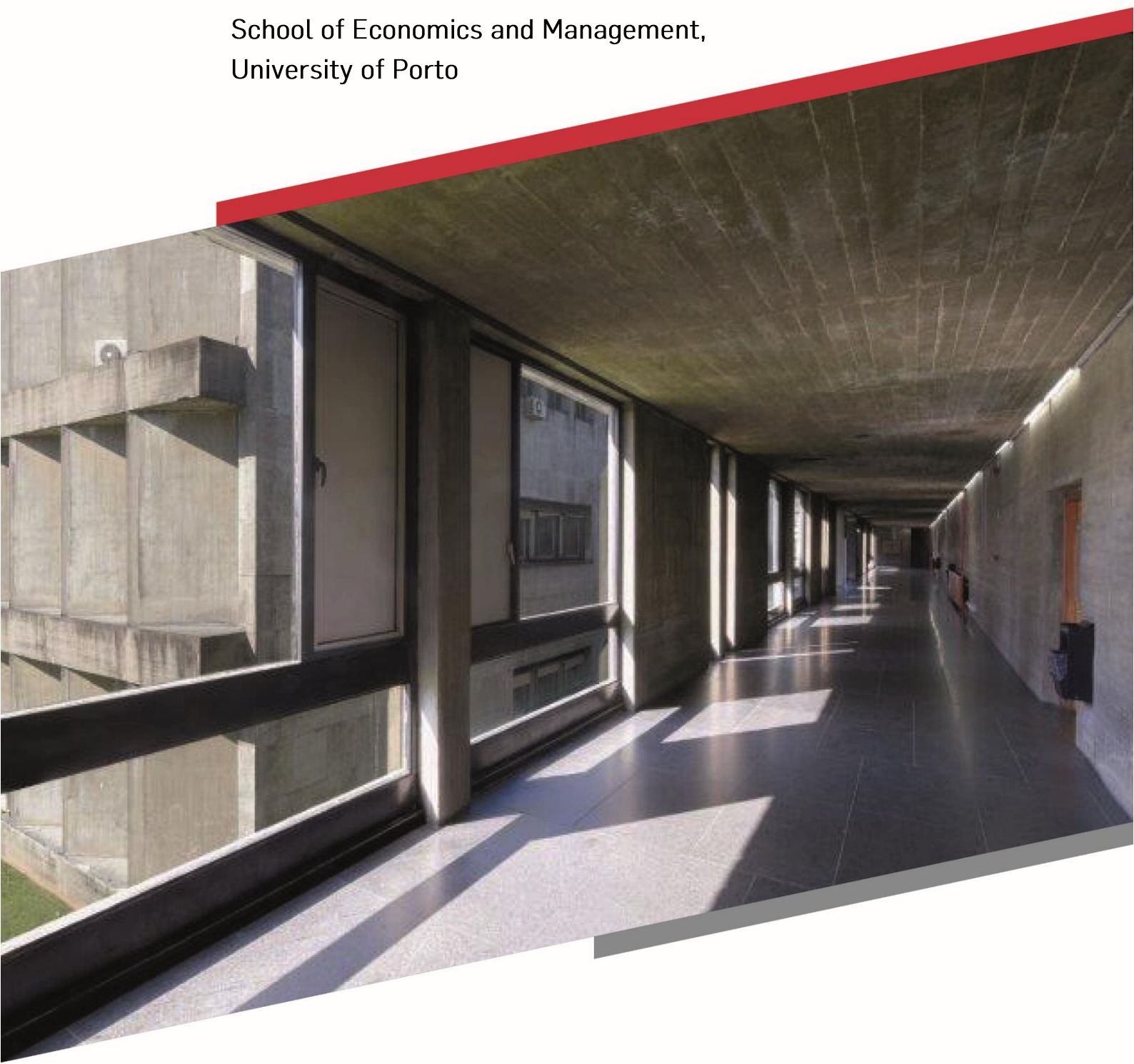


## SIP - Share Information on Progress Report 2018-2020

### ***FEP - Faculdade de Economia da Universidade do Porto***

School of Economics and Management,  
University of Porto



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# Table of Contents

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Renewal of our commitment to the PRME..... 4

Principle #1 Purpose ..... 5

Principle #2 Values..... 6

Principle #3 Methods..... 9

Principle #4 Research.....14

Principle #5 Partnerships .....16

Principle #6 Dialogue.....25

A seventh principle: Organizational practices .....26

The future.....28

## ***Renewal of our commitment to the PRME***

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22/11/2021

To our Stakeholders,

PRME principles are firmly embedded in FEP's vision and mission. We aim to actively contribute to the progress of our impact communities by the means of talent development and meaningful knowledge creation. We aspire to be recognized for the positive impact we create and the contribution we make to the advancement of the 2030 agenda.

We are committed to raising awareness of the values of social responsibility and sustainability and to act and encourage action that makes positive change happen.

We believe in the co-creation of social value and we encourage volunteer work that promotes societal and environmental change.

We believe in leading by example and we are committed to ensure that our own organizational practices convey the values we stand for to our communities of impact.

We remain committed to PRME principles.

**José Varejão**

Dean

## Principle #1

### **Purpose**

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*We will develop students' capabilities to become future generators of sustainable value for business and society and to work for an inclusive and sustainable global economy.*

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Our mission is to contribute to the advancement of knowledge in economics and management and to the education of responsible professionals, capable of addressing today's economic and societal challenges and actively contributing to the progress of their communities.

We aspire to be recognized as a leading school in the fields of economics and management, known for the quality of education we provide, the social impact we generate and the contribution we make to the advancement of the Sustainable Development Agenda.

Responsible management education is at the core of our mission and vision. As such, we are committed to:

- Providing quality education to all our students;
- Raising students' awareness of the Sustainable Development Goals (SDG);
- Producing knowledge that contributes to the advancement of the SDG agenda;
- Aligning our organizational practices with the SDGs.

Since the submission of the previous SIP report, we have taken decisive steps towards implementing the Six Principles.

The Social Responsibility Initiative, launched in 2018, led to the development of a mid-term Social Responsibility Plan, covering all of the School's mission areas, from education and research to outreach and organizational practices. The Initiative also led to the creation of a Sustainability Committee, whose mission is to raise awareness of social responsibility and sustainability issues and encourage social intrapreneurship. The Committee is also responsible for leading the process of reviewing the Social Responsibility Plan. A Sustainability Manager, responsible for implementing the Plan and reporting on its outcomes, was also appointed. FEP's internal organization now recognizes the key role that Sustainability and Social Responsibility play as drivers of all its activities and managerial practices.

## Principle #2

### **Values**

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*We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.*

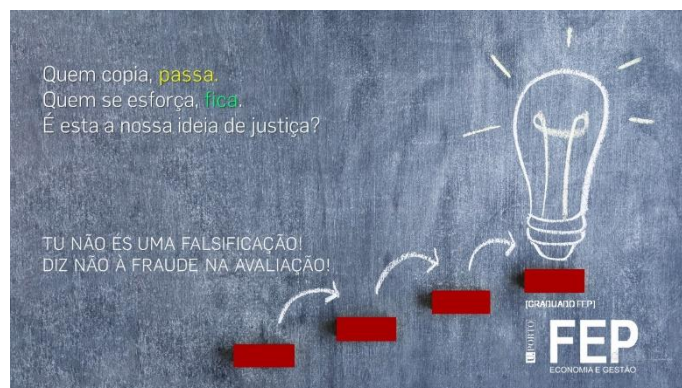
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The University of Porto upholds rigorous ethical and integrity standards that guide all its activities. The Ethical Code of Academic Conduct applies to all members of the University, including faculty, staff and students, as well as to all governing bodies. It consecrates the principles and values that are expected to guide individual and collective conduct, which are:

- Respect for autonomy, freedom and truth in all teaching and learning processes and in all research activities;
- Individual and collective responsibility;
- Honesty, integrity and academic rigour;
- Academic loyalty and safeguarding public interest and the University's reputation and prestige;
- Tolerance and respect for the diversity of opinions and thought;
- Citizenship and social responsibility;
- Respect for the privacy of all members of the academic community and the safeguarding of all personal data;
- Just and transparent processes, recognition of merit and equal opportunities to all.

Specific actions are taken to raise internal awareness of these principles, with a focus on those that take centre stage in each period. Different channels are used to share these values with the FEP community. Although the channels may vary, they typically include communication campaigns (see Box 1), seminars, webinars or workshops (see Box 2), and formal or informal training sessions (see Box 3). During this reporting period, there was a focus on academic integrity, respect for (age) diversity and safeguarding personal data.

## Box 1: Campaigning for Academic Integrity



POSTER OF THE ACADEMIC INTEGRITY CAMPAIGN

Promoting a culture of academic integrity is a major concern of the School. To this end, we launched a communication campaign focused on highlighting the value of integrity and shaming cheating on assessments. The campaign consisted of posting text and posters on social networks and on school premises (including in examination rooms), all designed to serve as reminders of the inappropriate nature and adverse effects of cheating on exams. This campaign was a joint initiative by the Academic Council (*Conselho Pedagógico*) and the Students' Union.

## Box 2: Promoting age diversity and inclusion

FEP is a signatory of the *Portuguese Charter for Diversity*, the Portuguese chapter of the European Union initiative to tackle discrimination. By signing the Charter, the School is committing to take action to promote diversity and equal opportunities at work (<https://www.appdi.pt/carta-portuguesa-para-a-diversidade/>).



LOGO OF PORTUGUESE CHARTER FOR DIVERSITY

In 2020, the School contributed to the European Diversity Month programme by organizing a webinar on age diversity ('On age – inclusive management of older workers in organizations' held on 21 May) and by participating in other initiatives organized at the national level, including online seminars on perspectives on age diversity in organizations, and on diversity and inclusion in the context of technological adaptation.

### Box 3: Safeguarding all personal data

The reporting period coincided with Portugal's adoption of the European regulation on the protection of natural persons with regard to the processing of personal data. At the University of Porto, this required putting the system in place and, for FEP, changing our processes and information systems in order to comply with the new regulations. Actions were taken to raise awareness among all stakeholders regarding the values underlying the new regulation that became part of the values upheld by the University. Among those actions, the training offered to the staff, especially to those directly involved in collecting, processing or storing personal data, was especially important.



IMAGE DEPICTING THE DATA PROTECTION POLICY



## Principle #3

### **Methods**

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

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In 2016, FEP initiated a process of consultation with corporate partners, Alumni and students that led to the identification of the core competences that all students are expected to have upon graduation. Awareness of ethics dilemmas and sustainability challenges was one of the five competences identified in this process. Consequently, PRME-related topics have been integrated in the school's educational offer, with new courses being added to existing programmes and the introduction of new content. Programme directors are responsible for implementing these changes.

The two BA-level programmes in the school's portfolio—the BA in Economics and the BA in Management—include core courses dedicated to PRME-related topics: Ethics and Social Responsibility, in the case of the BA in Management, and Introduction to Social Sciences (focusing on contemporary societies, human development and sustainability), in the case of the BA in Economics. Other courses at the post-graduate, master and PhD levels also address topics related to the Sustainable Development Goals, including education, health, the environment, energy, urban problems, poverty and inequalities. All general master's programmes in Economics, Finance and Management include courses on corporate governance and ethics.

Two master's programmes offer specialized training in the fields of environmental management and healthcare management.

The Master in Environmental Economics and Management offers specialized training to students who want to become agents of change by helping organizations face the sustainability challenges at the strategic and operational levels. The programme takes a broad view on environmental issues from the perspectives of both policy design and implementation, and responsible management. Energy markets and energy transition are core topics of this programme.

The Master in Healthcare Economics and Management prepares students to responsibly manage healthcare organizations, promote an efficient use of resources and improve the health of the population and promote well-being for all.

In addition, in conjunction with the School of Engineering, FEP is now offering a certificate course on Circular Economy designed to prepare students and professionals to rethink linear production (and consumption) models, enhancing resource productivity and reducing waste.

Learning-by-doing is a key ingredient of the learning process at FEP. Hands-on projects as well as personal development activities are designed by the Career and Development Service and by students' clubs as complements to coursework.

FEP is committed to ensuring that students receive a comprehensive education that combines sound theoretical knowledge with the skills to apply such knowledge to understand and address the challenges confronting contemporary societies and to become responsible business leaders. To ensure this outcome, the school has sound quality management processes designed to monitor students' progress and learning achievement, as well as a vast and long-running programme of personal development initiatives that includes service learning, field trips, simulations and competitions. These initiatives are referred to elsewhere in this report and are often offered on a collaborative basis. Such is the case of the mentoring programme (offered with the Alumni Association); the *Riscos e Desafios* ('Risks and Challenges') programme, aimed at preventing risky behaviours (offered in conjunction with the Regional Health Authority); the 'Know Us' programme, aimed at promoting the integration of freshmen students (offered by the students' union, AEFEP); training for and participation in international case competitions (offered by FICT, a student club); international business trips and internships (offered in partnership with several organizations and by student clubs); as well as preparation for the job market (*Talent Pool*, *FEP Masters' Challenge*, *FFC Pitching Talent*, *After Work*, *Make your Path*, and career advice).

These projects and initiatives are now part of the Pro-Skills platform that keeps record of students' participation in co-curricular activities, thus articulating (at the individual student level) the curricular and co-curricular paths with the corresponding recognition.

The list of projects that are part of Pro-Skills is open and evolving. Here, we highlight some projects implemented in 2019/21.

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**Plan A:** this is a training programme for students focusing on a selection of sustainable development topics. The purpose of this programme is to co-create a new generation that has a sustainability-oriented mindset and is a capable change-maker with the potential to make a significant impact on the future of the world. The programme is designed by a students' club – EXUP – with the assistance of a corporate partner. Approximately 100 students attended the 2020 edition of Plan A, which focused on gender equality. Plan A was a one-off event that took place in February 2020. This action promotes all SDGs in general and SDG 4 in particular.

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## Financial Literacy

This is a project led by the Fundação Dr. António Cupertino de Miranda that promotes financial literacy among students from elementary school to pre-University students. The goal is to help youngsters and households, especially low-income households, to make responsible consumption and financial decisions. The programme has been running since 2010 and FEP joined as a partner institution in 2012. FEP reviews the teaching materials and is responsible for formal training sessions for teachers of primary and secondary schools. FEP students, through the *FEP Finance Club*, also have an active role, participating in offering applied activities that take place on a regular basis, and in the award ceremony that is held every year. This project involves more than 300 schools in Northern Portugal. This action promotes SDG 4 and 12.





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**Buzz Cash:** this is an initiative that targets high school students and aims to promote a culture of entrepreneurship among young people. Specifically, this one-day event in Porto involves teams of high school students developing a business idea. Each team receives an initial investment of 5€ from Start-up BUZZ. At the end of the day, the team with the most profit from its business is the winner. From 2018 to 2020, this project mobilized the collaboration of 100 FEP students and the participation of 150 high school students. In terms of partnerships, in addition to FEP, it receives support from the Rectorate of the University of Porto, IPDJ, UPTEC, Santander and several high schools. This action promotes SDG 4.



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**Linking Students:** this is a student-led project that aims to facilitate the integration of international students and promote the values of diversity and multiculturalism. The primary activities developed by Linking Students are the Buddy initiative and the organization of multicultural meetings. Between 2018 to 2020, the Buddy initiative reached 85 international students and was supported by 55 FEP students; 32 international students participated in the international meetings. Linking Students' activities promote SDG 4.

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**Movie Club:** The FEP Cineclub has existed since the early 1980s. Its mission is to promote knowledge and love for movies and art in general among FEP students. Cineclub is now run by FINK, the student club that also runs the school newspaper, FEPIANO, and organizes annual photography and cartoon competitions. These activities contribute towards raising student awareness of the values of art and culture, thereby educating responsible future business leaders and promoting SDG 11.



## Principle #4

### **Research**

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*We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.*

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FEP's research agenda covers a wide range of topics in Economics, Management and Data Analytics. The Centre for Economics and Finance of the University of Porto – cef.up – is the unit responsible for defining and implementing the School's research strategy. Its goals are:

- to create at the University of Porto an attractive and supportive research environment for faculty, students and visitors doing research in economics, finance and management;
- to inform the public policy debate and help ground it in evidence produced by careful and independent research;
- to disseminate the results of the research to a wider audience in the private and public sectors.

Additionally, a small but very active group of FEP faculty working on projects related with big data and machine learning is affiliated with the Computer Science Cluster at INESC-TEC, a research association whose mission is to achieve advancement in science and technology and to enable science-based innovation through the transfer of new knowledge and technologies to industry, services and public administration.

Cef.up is organized into research groups, one of which is devoted to studying markets and organizations with a focus on decision-making (by entrepreneurs, managers, investors and workers) processes and on the design (and evaluation) of policies that may lead to better decisions and more sustainable outcomes.

Research projects implemented over the past three years contribute toward advancing our understanding of how organizations and policymakers are promoting the creation of sustainable value and how their impact can be enhanced to foster the advancement of the Sustainable Development Goals agenda, particularly of SDG 7 (Affordable and Cleaner Energy), SDG 16 (Peace, Justice and Strong Institutions), SDG 8 (Decent Work and Economic Growth), SDG 10 (Reduced Inequalities) and SDG 9 (Industry, Innovation and Infrastructure).

Here, we highlight the research topics and projects that have reached the publication phase since 2018, namely:

- Energy transition and climate change, including drivers of electricity demand, investments in transitioning to renewable energy and sustainable energy, and the design of energy policy (*e.g.*, renewable energy subsidies *versus* carbon capture and sequestration support);
- The non-observed economy, fraud, governance and anti-corruption policies and reporting, the economic and social consequences of different types of market institutions;
- Innovation, the supply and demand of skills, inequality and economic growth;
- Corporate and public policies and inequalities in terms of career paths, access to social services (including healthcare) and the creation of new ventures, particularly in the case of women, the elderly or migrants;
- Technology, process innovation and new and sustainable business models with a focus on supply chain social sustainability.



## Principle #5

### **Partnerships**

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*We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.*

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#### Health and welfare partnerships

The University of Porto—and, inherently, FEP—has identified health and well-being as a priority for action. Thus, through the University of Porto, FEP belongs to the European University Alliance for Global Health (EUGLOH). This alliance aims to improve the quality and performance of the institutions involved in this alliance, reinforcing their attractiveness and competitiveness. Several schools of the University of Porto host the annual editions of the Mega Blood Drive, promoted by the Academic Federation of Porto (FAP) in conjunction with the Portuguese Institute of Blood and Transplantation, IP. FEP is one of the schools that holds this initiative in its facilities every year, encouraging its students to promote SDG 3. FAP estimates that around 40 FEP students participate in each edition.



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FAP BLOOD DONATION



## Quality Education partnerships

Another priority of FEP and the University of Porto is to ensure the quality of the education offered, and in this context, some relevant partnerships have been established. Among others, the UP participates in the SGroup Universities in Europe network. This network aims to strengthen the institutional capacities of its member universities to reinforce their international visibility, expand their collaboration opportunities in education and research and to improve the quality of their governance, teaching, research and administrative practices. One of the projects to which this network is associated with is UNICAH Campus. It aims to prepare competitive professionals in the humanitarian sector who are able to implement change-making processes towards a more inclusive, respectful and fair global society, as well as promote research and innovation in the field of international cooperation for the humanitarian professional sector. A FEP student representing the school participated in this initiative from 8 to 13 April of 2018, in Las Palmas de Gran Canaria.

In promoting quality education (and consequent job success), FEP joins its association of former students (AAAFEP) to run a mentoring programme with professionals from different areas and entities. This Career Mentoring Programme intends to create connections and learning flows that allow for the student's evolution to be monitored, enhanced by the meeting of generations and experiences to create links between FEP and the outside world. Moreover, the School is partnering with UPrise through the Talent Academy project. Talent Academy is a capacity-building programme aimed at high school students and run by university students. This allows high school education to be complemented by a set of regular training sessions, the completion of individual projects and career guidance. This initiative promotes SDG 4. AIESEC is another of FEP's partners, and its headquarters in Porto are in fact located within the School. AIESEC's main objective is to develop youth leadership through practical and challenging multicultural experiences including volunteering and professional internships. Global Volunteer is an international volunteering project for 6 to 8 weeks associated with one of the 17 SDGs. Its main objective is to develop youth leadership through close contact with other cultures, as well as the development of soft skills. Since February 2019, 26 FEP students have participated in this initiative.

FEP is also part of the QTEM network, which brings together leading universities from around the world with large international companies. Through a selection process, students of master's degrees taught in English at FEP have the opportunity to complete two semesters abroad, combining studies in network partner schools with an international internship in a network partner company. This network aims to become the leading global network of international leaders using analytics to create a better world. One of the requirements for admission to the QTEM network is the GMAT test. This is an international test (with an associated cost) to assess analytical, qualitative and quantitative skills and proficiency in the English language. In order to promote equal opportunity in accessing this test, FEP created the GMAT Fee Waiver. This initiative

supports students who receive a grant, from Social Services of the University of Porto, by exempting them from paying for the test. FEP offers the test for up to ten students, according to defined criteria. With this, the School promotes SDGs 1, 4 and 10.

As part of SEI- *Sociedade, Escola e Investigação* (Society, School and Research), FEP established a partnership with the Municipality of Porto and with the Garcia da Horta School Group between 2015 and 2019. In 2019, the partner became the Cerco School Group. This initiative aimed to emphasize the importance of promoting scientific literacy through an integrated perspective of teaching and knowledge over the life-cycle, with the design and implementation of programmes, projects and activities. SEI promotes knowledge, stimulates critical thinking, contributes to the discovery of new ways of thinking and brings science and researchers closer to school communities, contributing to school success and lifelong learning, a decisive factor in their personal development and social intervention. Concretely, the programme has always strived to combine the themes of the news with the educational themes of schools. Therefore, it clearly promotes not only SDG 4, but also 16, by making education more inclusive and improving access to information.

Another partnership that FEP has established in this context is UDREAM. This organization offers an educational programme, parallel to higher education, that develops social leadership skills in students to enable them to serve, inspire and dream. In practice, they combine social experiences and personal development workshops over 3 semesters to foster the personal growth of young people at the School. It especially promotes SDG 4, but also 16 and 17. Among its activities, social leadership training and community impact actions stand out. The training activities cover themes like self-knowledge, relationship management and community responsibility for young people. These training initiatives provide emotional and social skills for community life. They are not just an opportunity to develop the quality of education, intending to close the gaps in formal education and increase the impact of young people on their communities. UDREAM measures the methodologies used with the support of the Calouste Gulbenkian Foundation. It has a reach of about 250 students, 30 of whom are FEP students.

In April 2018, the United Nations Model programme emerged from the initiative of four students, one of them from FEP, and received support from the University of Porto, AEFEP and FAP. It was a simulation of a United Nations plenary session at the University Rectorate. The rights of LGBTQ+ communities in the modern world, women's rights and gender equality, food security and global warming, and the issue of promoting conditions for refugees in the Mediterranean were the topics selected for debate. Participating students had to interpret the role of delegates from different countries or international organizations and debate controversial foreign policy issues. This event, in addition to encouraging high school students to become aware of the world of politics at the international level, also allowed them to learn new skills, such as improving technical English, public speaking, the ability to work under pressure and to put themselves in the position of another person, among others.



UNITED NATIONS MODEL AT THE RECTORATE

### Partnerships to reduce inequalities

Another of the major priority action areas of the School and the University is the reduction of inequality, namely through partnerships such as AULP. The Association of Portuguese Language Universities (AULP) is an international NPO that promotes cooperation and exchange of information between universities and higher institutes. There are more than 130 members from the eight Portuguese-speaking countries. Its mission is to facilitate communication between members for the collective development of teaching and the Portuguese language in the world. This NPO encourages research and exchange of students and professors. This proposes continuous reflection through the daily dissemination of news and the organization of conferences and events. The network tends to promote, among others, SDG 10, 4 and 17.

The student association, AEFEP, has a Social Action plan that serves to support students benefiting from a scholarship when it is insufficient to cover all expenses. This includes waiving the annual fee of the U! Card and linking to it several discounts, such as at the FEP cafeteria and the stationery store. This programme benefits about ten FEP students. It also includes campaigns to collect certain goods that the association donates to institutions that need them, as well as making Christmas hampers for selected families and others in the community who are in need. Funds are also collected at the entrance of events held by AEFEP, with all amounts raised going entirely towards a solidarity institution. All together, these initiatives promote SDGs 1, 2, 3, 10, 11 and 16.

In partnership with its association of former students, FEP launched a Solidarity Programme that aims to provide financial support to undergraduate students with financial difficulties. In the 2018/2019 academic year, the association awarded 6 scholarships to first-year students of the degree. In the 2019/2020 academic year, the association awarded seven scholarships. This scholarship award programme is part of a plan that encourages FEP students to give back to society, and FEP in particular, a part of what they received from it, and to contribute towards reducing poverty by fighting against school dropout. The scholarships are supported by a solidarity fund.

On the other hand, FEP has a partnership with FJC - FEP Junior Consulting. During the most critical period of the pandemic, the FJC stood out in the way it proposed to combat the harmful effects (on the economy) of COVID-19. FJC analysed the main challenges that companies are facing. This work resulted in the launch of a support plan for companies, with a special focus on four areas: corporate finance, sales and marketing, management, and planning and human resources. In addition to this, FJC promotes SDG 1 and 2 through its solidarity project and participation in the Portuguese Food Bank (*Banco Alimentar*). The solidarity project is a pro-bono initiative carried out annually to help NPOs in their development, so that they can give the most possible to the community. Essentially, the initiative consists of a competition aimed at solidarity associations, in which, after applications are submitted, the most attractive project is selected, considering the needs of each one. Thus, the winning association of the competition receives a consulting project adapted to its needs. The plan has the objective to help the growth and impact of the association on the community. In addition to this, about 40 members, all FEP students, participate in the food bank. Members participate in the partnership between this junior company and the Portuguese Food Bank, participating in food drives in several parts of the city and helping store and organize food in its facilities. Also, in terms of the impact of the pandemic (and consequent inequalities), FEP has joined, through Professor Pedro Gil, a broader project to assess the impact of the Covid-19 pandemic on Portuguese society, sponsored by the Francisco Manuel dos Santos Foundation. This aims to assess the impact of the pandemic on two essential perspectives, distinguishing, on the one hand, between short-term impacts and long-term effects and, on the other, between effects at the macroeconomic level and effects at the level of the activity and decisions of families and companies.

*Já T'Explico*, a FEP partner in educational support, has allocated two mentors to each child, providing them with weekly tutoring and personalized follow-up. All children who join *Já T'Explico* undergo a survey of needs for educational support and a profile analysis. This allows two mentors to be assigned to help overcome their difficulties. After that first step, the children have tutoring at least once per week and additional distance monitoring. The organization has about 130 volunteers, 20 of whom are FEP students. In terms of scope, it contributes to the education of 54 children in basic education. Each month, the organization brings together the entire team and its children for an activity where they explore various themes. These topics range from teamwork, practicing

sports, encouraging social initiatives or training carried out by guests from different areas of activity. This provides essential experiences in this age group that, otherwise, would not have had the opportunity. This initiative promotes SDG 10.



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#### JÁ T'EXPLICO - CHILDREN'S TUTORING

Finally, a group of FEP students participates in the *Missão País*. The main objective of this programme is to take university students to a Portuguese region for a week to meet its specific needs. The daily routine of the missions includes visiting homes for the elderly, centres for the disabled, schools, giving catechesis and enlivening school breaks. They also invite the local community to participate in activities, such as vigil processions, theatre, football tournaments or camps. What stands out during this week in terms of promoting the SGDs is going to social centres, the theatre and the Just a Change project. The missionaries leave in the morning for their respective social units, namely, homes, centres for the disabled and schools (elementary, middle and high schools). This action promotes SDGs 3, 4 and 10. One of the missionary groups is responsible for preparing a theatre, presented at the end of the mission, to the entire community. This action tends to promote SDG 4 and 11. With the support of the Just a Change association, one of the missionary groups dedicates its week to the recovery of a house that needs care. This project aims to rebuild homes in situations of poverty and, at the same time, to create a link between the group of missionaries and the assisted family. This initiative promotes SDGs 1 and 10. The missions generally have around 60 volunteers, almost all of whom are FEP students.



## Partnerships for environmental protection

On the other hand, FEP and the UP believe that it is crucial to act in terms of protecting life at sea and on land. FEP student or FEP-supported organizations, such as *Solidarity Soul*, *Linking Students*, *Share-up* and *Rotaract Club University of Porto*, have all promoted and participated in cleaning up the Ornithological Reserve of Mindelo. These cleaning events mobilize around 50 people, between 10 and 15 of whom are FEP students. Between the various cleanings, the one with the greatest impact was *Libertar a ROM!*, where the U.Porto community joined the locals to clean up two tonnes of garbage. The initiative, which was in charge of *Solidarity Soul*, a solidarity association created by students from U.Porto, intended to raise awareness of the pollution problems in the oldest protected area in Portugal. In addition to FEP organizations, it also counted with the support of the Mindelo Parish Council, the association of Mindelo friends and the FAPAS association.



MINDELO RESERVE CLEANING

## Peace, justice and strong institutions partnerships

Finally, FEP is committed to promoting peace, justice and strong institutions. *UVote, an Uprise's project*, seeks to raise awareness and promote education for political and democratic participation and citizenship through a series of regular workshops with high school and university students. This promotes SDG 16 and, in total, 10 FEP students participate in UPrise activities. In this context, FEP partners with APA – *Academia Política Apartidária* (Non-Party Political Academy), which encourages exercising more responsible and participatory citizenship through taking a critical approach to the most

relevant issues of society, sometimes including topics related to sustainable development. Among the activities that involve the FEP community, in the pursuit of SDG 4, the *Politics and a Coffee* and the political workshops stand out. *Politics and a Coffee* is an activity that aims to increase the level of knowledge of young people on a given subject. It hosts specialized speakers who interact with the public in an informal environment, aiming to open up discussions on political issues among the student community. The speakers address a specific political theme, which they can debate from their own perspective while promoting dialogue and interaction with the audience. Between 10 and 20 FEP students participate in each session. APA workshops are activities designed to develop soft skills in matters related to the political sphere. These actions aim to increase the importance of the training component in politics. APA hire a trainer to promote teaching on subjects related to the development of soft skills in various topics, such as political communication. About 20 FEP students participate in each session.

FEP hosts some solidarity performances (shows that aim to raise funds for sustainability or charity organizations) and other volunteering activities. Here, some relevant student organizations are the *Tunas* (musical groups), including TAFEP and TFEP. *Tunas* perform at solidarity festivals and then donate all money earned to specialist organizations that carry out social work. TAFEP also participated in solidarity events, such as the *Festival Solitunas*. The *tunas* have participated in these activities since 2012, and according to the data from the organization, more than 190 FEP students participated in total. These actions promote several SDGs, depending on the cause associated with each performance. TFEP also carries out solidarity performances in addition to collecting goods and raising solidarity funds on an annual basis. In 2019/2020, they mobilized 20 FEP students and rehabilitated the garden of the *Ajudaris* association, in addition to raising funds for the families that it helps. In terms of solidarity performances, TFEP joins a cause and acts with the intention of raising funds for it. For example, this musical organization has already performed to raise funds for the Portuguese Red Cross. TFEP also collected goods to deliver to an association that helps families in need. In these two initiatives, TFEP mobilized an average of 15 FEP student participants for each action. In this way, TFEP works to reduce poverty, contributing to the SDG 1. On the other hand, UDREAM also promotes community impact actions in different audiences: the elderly, the environment, sick children, children without a household, immigrants and the homeless. These actions are moments of service to the community with the goal of putting young people in contact with social issues. It serves, in various contexts, to increase their levels of empathy, compassion and generosity. It influences more than 500 people, with 250 participants, including 30 FEP students.

In fact, the University of Porto has an institutional framework to promote citizenship practices. For example, with the aim of enhancing the merit of student participation in extracurricular activities that develop active citizenship practices, the U.Porto Active Citizenship Award aims to distinguish students who positively differentiate themselves

in the field of citizenship, distinguishing the best projects and actions developed during the calendar year in each of the following domains:

- humanitarian or solidarity;
- entrepreneurship;
- pedagogy;
- sports and/or environment.

FEP students consistently stand out in this recognition, as can be seen below.

TABLE 1. FEP STUDENTS RECOGNIZED BY U.PORTO

Edition	FEP Students recognized	Domain(s)
2014	2	Humanitarian and Entrepreneurship
2015	1	Entrepreneurship
2016	0	-
2017	1	Entrepreneurship
2018	1	Entrepreneurship
2019	1	Humanitarian
2020	0	-

With these and other initiatives, the U.Porto mobilizes several partnerships in social responsibility that have allowed it to be distinguished for two consecutive years (2018 and 2019) as the most solidary university in Portugal. Santander presented the *IES + Solidária* award for the first time at the Santander University Volunteer Awards 2018 ceremony and distinguished U.Porto as the institution with the largest number of applications submitted to this prize. This recognizes the best projects or volunteering activities completed by higher education students.



## Principle #6

### **Dialogue**

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*We will facilitate and support dialogue and debate amongst educators, students, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.*

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The school is committed to raising awareness of critical issues related to global responsibility and sustainability. With this in mind, FEP's strategy is focused on bringing together key stakeholders from academia, business, and professional communities and organizations from the economy and society to debate core SDG-related topics, disseminating new knowledge on SDGs and promoting evidence-based knowledge, thereby raising awareness of their importance and changing behaviours. Seminars and conferences/workshops are instrumental to this end. During this period, seminars were held regularly (weekly), both face-to-face and, following the outbreak of the COVID-pandemic, online. Different topics in Economics, Finance and Management were addressed in these Seminars. These are designed to create opportunities to raising students' awareness about critical issues in modern economies. In the reporting periods, these seminars addressed issues in Ethics and Social Responsibility, Health and Well-being, and Environmental Sustainability, including pressing topics as fraud and economic crime, environmental and social risks, national health services and healthcare management, decarbonization and energy transition, sustainable cities, and sustainable finance.

Day-long workshops bringing together experts from different fields and from the world of practice to were also organised. Among these, special mention is due to the workshop organised jointly with the Portuguese Association of Energy Economics (APEEN) to discuss the Energy Mix between what is the optimal and what is feasible, as well as to the meeting organised jointly with the Portuguese Association of Political Economy on the future of the economic analysis of poverty and micro and macro policies towards greater fairness in wealth distribution.

The 2019/20 edition of the conference cycle 'The Economy and the Future', that has a different core topic every year, was dedicated to ECOnomics and its implications for business management with each session focusing on sustainable management, sustainable finance, and sustainability policies.

Human rights were also present in our debates as Portuguese members of the European Parliament joined us to debate the European Pillar of Human Rights in a conference that was organised jointly with the Office of the European Parliament in Portugal.

A seventh principle:

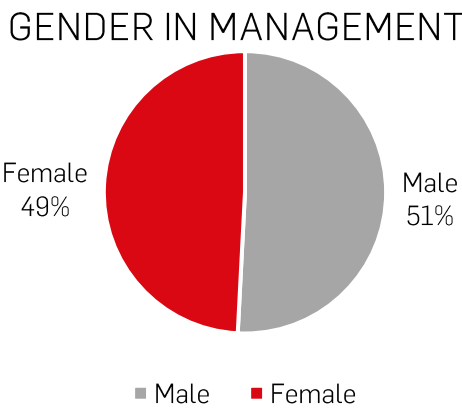
**Organizational practices**

*We understand that our own organizational practices should serve as an example of the values and attitudes we convey to our students.*

**Social organizational practices**

FEP's structure incorporates practices that promote not only economic sustainability, but also environmental and social values. Starting with the social values, the School recruits and offers a level playing field to its professors and workers, regardless of their gender, age, ethnicity, race, religion or other relevant grouping. In this sense, it operates by example in SDGs 5 and 10. Below, a graph depicting the gender distribution of its managing bodies. Graph 1 shows the gender distribution across FEP's boards and councils.

GRAPH 1. GENDER IN FEP'S BOARDS AND COUNCILS



There is gender equity across the various governing bodies. Below, we break down the distribution of gender in detail.

TABLE 2. GENDER IN FEP'S BOARDS AND COUNCILS

	Female	Male
Executive Council	2	3
Scientific Council	13	12
Board of Representatives	8	7
Pedagogical Council	7	9
Total	30	31

At the University of Porto, all students have equal rights. The University has a Support Office for Students with Special Educational Needs, the mission of which is to provide technical and pedagogical support to students with disabilities or special educational needs, ensuring the conditions necessary for their academic success. The University ensures the rights of students with special needs in a specific status. To apply for this status, the student should contact the element responsible for receiving these students at their respective School, forwarding them to other specialized support whenever necessary. The FEP building is adapted to people with mobility problems. Furthermore, It should be noted that, at FEP, the Career and Development Service provides psychological and guidance consultations.

### **Environmental organizational practices**

The period this report refers to, FEP made a strong investment in works that allowed for not only the improvement of the environmental sustainability of the main building, but also the conservation of the cultural heritage that the same building embodies. The works began at the end of 2017 and were completed in 2019. The remodelling focused on the sanitary facilities, the building's façades, the interior walls, the window frames, the heating, the classrooms, the offices, the support services, the spaces of the student organizations, the lighting and the floor. The entire technical area, sanitation, water supply and air conditioning in the Grand Hall were also renovated. Note that the FEP building has been protected as a Building of Public Interest since 2013, so its preservation carries social importance. In this sense, with this cultural preservation work FEP took a clear step towards the promotion of ODS 11, specifically, 11.4 - Strengthen efforts to protect and safeguard the world's cultural and natural heritage.

## ***The future***

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In the reporting period, we engaged in a reflection exercise that led us to define the priorities of our Ethics, Responsibility and Sustainability Policy and adapt the organization to the strategy for the near future. This plan will take the form of a public strategy that came up through the discussion of the various elements of the School's new Sustainability organization - the Executive Board, the Sustainability Manager and the Sustainability Committee.

Knowledge, awareness, and action are the three pillars of our plan. The environment (climate action, energy transition and biodiversity), inequalities and diversity (gender inequality and the decent work agenda), and the quality of living (health, culture, and sustainable cities) will be at the core of our intervention.

Our method combines education, research, and community intervention to help advance the sustainable development goals, while developing the responsible leaders of the future. Partnerships are key to us – we will continue to work together with our internal and external stakeholders, as well as with our international academic partners to make change happen.