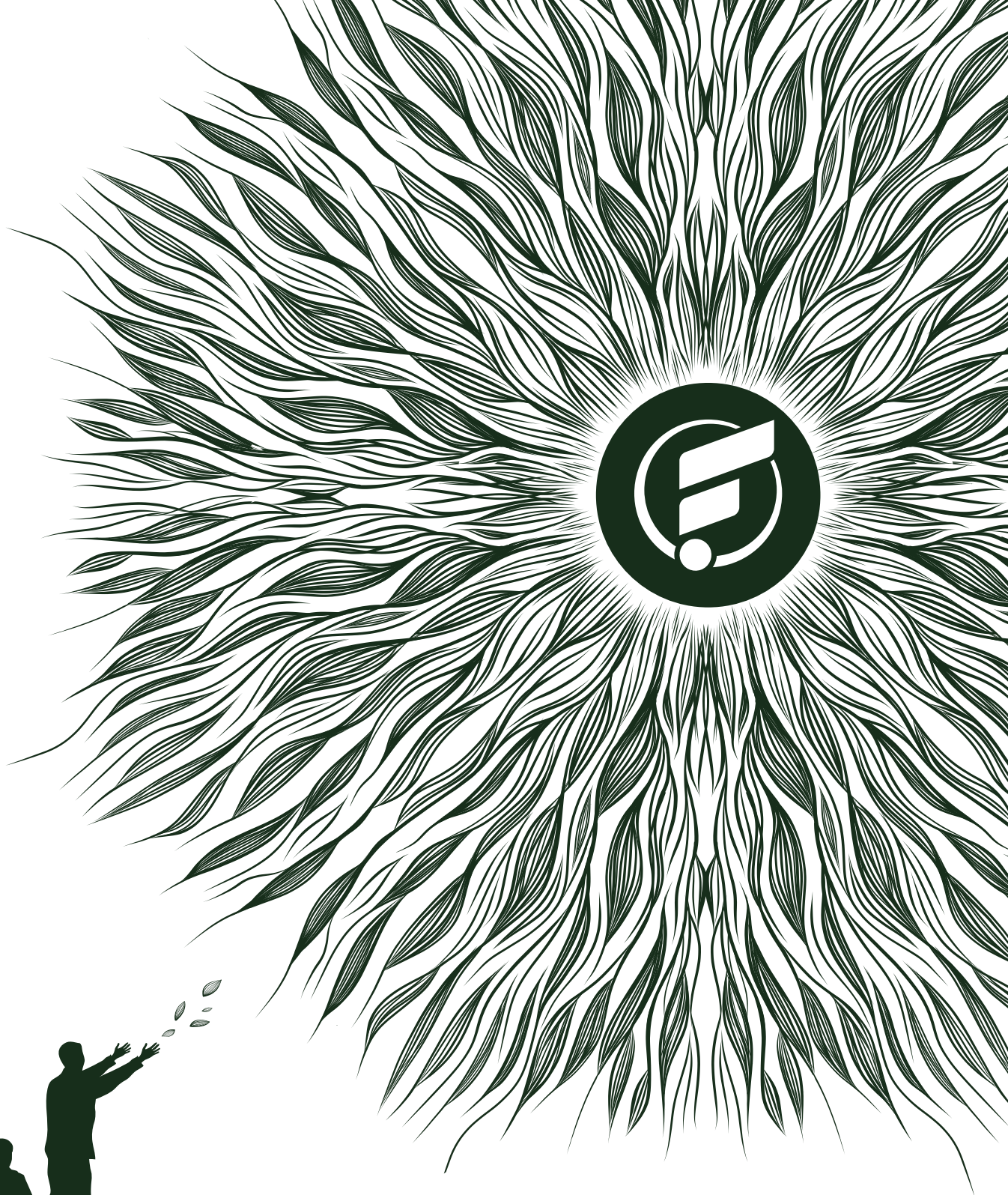


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2024



SUSTAINING
IS NOT ENOUGH...

WE MUST **REGENERATE.**

SUSTAINABILITY REPORT



Facens

SUSTAINABILITY REPORT

FACENS 2024

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Institutional Overview

About Facens University Center

Founded in 1976, Facens University Center began as a technical school and soon became established as the first higher education institution focused on Engineering in the city of Sorocaba. Over nearly 49 years of existence, Facens has built a solid path, marked by academic excellence and a strong commitment to an education that is both human-centered, highly technological, and innovative. Today, the institution offers 18 undergraduate programs in Engineering, Architecture, Technology, and Health, as well as 25 graduate programs, including MBAs and specializations. It is also worth highlighting that, in 2024, we were reaccredited with the highest score (5) by the Ministry of Education (MEC), reaffirming our educational excellence.



The quality of our educational model is rooted in learning through practice, combining simulated experiences, real-world engagement, and the development of essential skills such as creativity, communication, leadership, and entrepreneurship. We prioritize a dynamic learning environment that fosters student motivation and active participation, while bringing them closer to real-life challenges and the job market.

We also understand that higher education must embrace the human being in their entirety. At Facens University Center, the physical, emotional, and social well-being of our entire academic community is a fundamental part of our institutional mission. We continue to invest in mental health initiatives, psychopedagogical support, shared spaces, and programs for socio-emotional and leadership development—ensuring that each student can thrive fully and in balance.

Another key aspect, and one of our greatest differentiators, is Facens' close relationship with the job market. We maintain partnerships with several nationally and internationally recognized companies, which not only collaborate on academic projects but also have a physical presence on our campus. These connections offer students real opportunities for internships, trainee programs, and entry into the workforce, often during their undergraduate studies or immediately upon graduation. This close alignment between academia and industry strengthens the employability of our graduates and ensures professional development that meets both current and future market demands.

Innovation is also part of our DNA, as we are a Smart Campus® —an innovative concept of an intelligent campus, a concept developed and trademark-registered by Facens University Center, that integrates sustainability, technology, and quality of life into a single learning ecosystem. In 2024, we were once again recognized by the UI GreenMetric World University Ranking as the most sustainable private higher education institution in Brazil. Also in 2024, with the launch of our Medical School, we significantly expanded our educational and social impact in the region, strengthening our mission to train highly qualified professionals committed to society. We are also signatories of the United Nations Global Compact and supporters of movements such as Conscious Capitalism Brazil and the Circular Economy, reinforcing our alignment with the UN Sustainable Development Goals (SDGs).

All of these efforts reaffirm our purpose: to develop more conscious, sustainable, and ethical citizens and professionals, fully prepared to face the social, economic, and environmental challenges of the 21st century, while actively contributing to a fairer, more innovative, and sustainable future.



Message from the supporting institution

"We live in an era marked by the globalization of indifference toward all living beings and by the scarcity of truly conscious and humanized leadership. In this context, it is only natural to question the real impact of individual actions in the face of such great collective challenges.

At times, we are overtaken by a sense of powerlessness. It seems hard to believe that small actions can bring about meaningful change. Yet it is precisely in these moments that we must act. The discomfort we feel is a call to responsibility.

After all, companies, governments, and solutions are built by people. Change begins when we expand our awareness by seeking information, breaking free from our social bubbles, and training our gaze to what surrounds us.

It is essential to pause and reflect on our privileges, resources, and possibilities. A simple gesture may not feel significant to the one who performs it, but it can represent hope, inspiration, and transformation for the one who receives it.

I believe it is through the sum of these conscious, individual, and intentional actions that we can build a fairer, more humane, and regenerative future."



Thais Barros Beldi

Member of the Supporting Institution and Director of Strategy and Innovative Education

Message from the Dean

"In today's world, sustainability is no longer an isolated concept but has become an essential guideline for institutions committed to the future. At Facens University Center, it stands as one of the pillars sustaining the academic excellence we pursue every day, alongside innovation, internationalization, and entrepreneurship. With social and environmental responsibility, we reaffirm our commitment to a transformative education aligned with the challenges of the 21st century."



Patricia Klahr
Dean, Facens University Center

We believe that true education goes beyond classroom walls. As Paulo Freire once said, 'Education does not transform the world. Education changes people. People transform the world.' Guided by this vision, our institutional actions aim not only to transmit knowledge but to inspire our students to become agents of change. This is reflected in integrative pedagogical projects such as Smart Forests, sustainable practices embedded in our infrastructure and daily operations, research focused on real-world solutions, and international partnerships that broaden horizons."

Beyond technical and intellectual training, we take seriously our commitment to the development of socio-emotional competencies and human skills. We know that to flourish in an increasingly complex and interdependent world, it is essential to cultivate empathy, active listening, collaboration, resilience, and critical thinking. We invest in initiatives that foster self-knowledge, emotional balance, and human flourishing as inseparable aspects of the academic journey."

Nelson Mandela reminds us that 'Education is the most powerful weapon which you can use to change the world.' With this conviction, we strive to promote integral development that brings together theory and practice, science and sensibility, innovation and ethical awareness. We work toward building an academic environment that encourages critical thinking, social responsibility, respect for diversity, and care for both the planet and people."

This sustainability report is more than a technical document—it reflects our very way of being as an educational institution. It expresses our ongoing efforts to integrate the Sustainable Development Goals (SDGs) into our activities in education, research, outreach, and management. More than meeting targets, we seek to cultivate a culture of responsibility, where each member of our academic community recognizes themselves as a protagonist of the change we wish to see in the world."

With pride and hope, we present the results, challenges, and achievements of this period, confident that together—students, faculty, staff, and partners—we continue to build a vibrant, innovative institution committed to the common good."

Testimonials



Vitor Hugo Estefano Barbosa
Systems Analysis and
Development student — 3rd
semester

“I was born and raised in the rural area of the countryside of São Paulo state, where I had the privilege of observing animals in their natural habitat. However, over time, seeing animals such as deer and maned wolves has become rare, highlighting the growing loss of local biodiversity. Given this circumstance, I began my studies in the field of technology, aiming to contribute to raising awareness among the population about the importance of preserving the animals of our region and country.

During my technical studies in Information Technology, in 2017, I developed an educational game aimed at elementary school children, with the goal of sensitizing them about the preservation of endangered species. In 2024, I joined Facens and began a scientific initiation project with BIOMAP—a research platform on Brazilian fauna that integrates UX/UI principles to enhance learning. The objective is to provide students, researchers, and communities with access to information about Brazilian fauna, disseminating knowledge in an accessible way and promoting environmental awareness.

With the support of Facens, I have been able to carry out validation research for the platform, contributing to the progress of this scientific initiation project.”

“When I finished high school, I started to connect with socio-environmental sustainability movements, developing a new perspective on our relationships with the world and with people. Through volunteering, I discovered not only my passion for social causes but also my inclination toward Psychology—a field that, in a way, had always been intertwined with my life story.

When I joined Facens, my biggest concern was whether I would be able to balance my degree with my involvement in volunteer projects, which fulfilled me so much. To my surprise, the Psychology program not only allowed me to maintain this connection but also expanded my possibilities. The curriculum included community projects, and the institution offered numerous extracurricular activities that integrated academic training with social impact.

In 2024, I experienced moments that transformed my perspective: I served as a mentor at Enlace for the second time, took part in volunteer work at public schools in Sorocaba through LIS, and collaborated in the international event Hearth Summit São Paulo, hosted at Facens—an opportunity that later opened doors abroad. But the most remarkable moment was my two-day immersion in the Tabaçu Reiko Ipy Indigenous village in Perúíbe. There, I helped build the women’s healing house, diving into their traditions and ancestry. This experience, which I would hardly have had access to without the support of Facens and Enlace,



Anna Elisa Moutinho
Psychology student —
5th semester

showed me that true learning lies in encounters—with others, with the land, and with ways of existing that challenge our usual worldview.

Each of these opportunities has taught me to look with ‘new eyes,’ as Proust once said. Facens, by fostering projects that bring together academia, social and environmental care, and ethical responsibility, has shown me that education is not merely about accumulating knowledge, but about being present in the world in an engaged and sensitive way. Today, I understand that transformation begins when we suspend our preconceptions and open ourselves to what lies before us—whether in a classroom, an Indigenous village, or a simple act of listening. And it is in this continuous unveiling of experience that I find my purpose: not to learn about the world, but to learn with it.”



Renata Caraméz
Professor, Dentistry Program

“To me, being an educator is more than transmitting technical knowledge—it is about shaping consciousness, sparking reflection, and inspiring transformative action. Throughout my journey as a dentist and undergraduate professor in the Dentistry program at Facens University Center, I have sought to integrate oral health education with broader themes that resonate with students’ realities and with the challenges of our time. Sustainability is, without a doubt, one of these essential themes.

With this perspective, I developed the class project entitled ‘Smoking and Sustainability: Impacts on Oral Health and the Environment,’ which was awarded 1st place in the Facens Sustainable Educator Award. More than recognition, this award symbolizes the importance of an education that connects science, health, and social-environmental responsibility.

In the project, I encouraged students to critically analyze the effects of smoking not only on oral health—so central to Dentistry—but also on the environmental impact caused by cigarette consumption: from industrial production to the improper disposal of cigarette butts, which contaminate soil, rivers, and entire ecosystems. The proposal was to create an interactive and investigative approach, fostering student protagonism and helping them see the role of the dentist beyond the clinic—as a public health advocate and an agent of environmental awareness.

Teaching sustainability also means practicing listening, dialogue, and the collective construction of knowledge. In every class, I see how much students engage when they realize that the content goes beyond theory—when they understand that their future professional actions can positively impact both society and the planet.

Receiving the Sustainable Educator Award was an honor, but above all, it was a motivation to continue exploring pathways that unite health, education, and the environment. I believe that preparing professionals who are conscious, critical, and committed to sustainability is one of the greatest contributions we can leave for future generations—and this commitment begins in the classroom.”





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Smart Campus® Facens

Conceived in 2014, Smart Campus® Facens stands out for transforming our campus into a large living laboratory, focused on researching and implementing innovative solutions aimed at developing Human, Smart, and Sustainable Cities.



We consider our entire ecosystem and work in a multidisciplinary and integrated way with the Innovation Centers and departments of Facens University Center.

Thanks to our pioneering approach, we hold the trademark registration for Smart Campus®, a term that has since been adopted and replicated by universities and complexes both in Brazil and abroad.

Areas of focus



The projects developed within Smart Campus® Facens are divided into nine areas of focus, directly aligned with the Sustainability Pillars of the Facens campus, the 17 United Nations Sustainable Development Goals (SDGs), and ESG principles, which encompass Environmental, Social, and Governance dimensions.



Smart Lab Facens

The Smart Lab is the Innovation Center responsible for the entire process of research, development, testing, analysis, and governance of the solutions applied to the Facens smart campus.

Since its creation, Smart Lab has implemented more than 350 projects and various types of IoT (Internet of Things) devices.

All these achievements have led to the recognition of the campus as a Reference Center for IoT and 4.0 Technologies by Brazil's Ministry of Science, Technology, and Innovation.



The Smart Lab also plays a key role in research and the dissemination of knowledge within the Smart Cities framework, acting as a bridge between academia, the market, public sector institutions, and society.

To support the governance of Smart Campus® Facens, Smart Lab features a large dashboard with information on projects implemented across the campus, simulating a Control and Operations Center (COC).



To manage this tool, an internal team specializes in integrating different communication protocols from the devices, enabling constant updates in line with market technologies.

Achievements

February

Inauguration of the SPLICE Smart Solution Room

In February 2024, Facens inaugurated the SPLICE Room, which will serve as a research and innovation hub for developing innovative solutions for Smart, Human, and Sustainable Cities. In partnership with Smart Lab, LIGA, PMO, LINCE, LIS, FABLAB, FACE, BRAIN, CEDEPS, and the entire Facens Innovation ecosystem, the goal of this space on campus is to develop products in the Smart Cities field, identify potential market solutions, partnerships, and competitors in the area, as well as promote integration between SPLICE, IP Facens, Facens, and the Applied Research Center in Artificial Intelligence for Recreating Environments (IARA).



First Regional Forum on Smart, Resilient, and Sustainable Cities



Also in February 2024, the First Regional Forum on Smart, Resilient, and Sustainable Cities took place. Professor Dr. Regiane Relva Romano, Director of Smart Campus® Facens, represented Facens University Center at the event, with the goal of promoting the development of the smart cities and digital transformation ecosystem, in collaboration with the Government of the State of São Paulo and municipal administrations across the state.

March

Santos Summit 2024



In March 2024, the Santos Summit was held at the Santos Technology Park, aiming to foster innovative collaborations, catalyze sustainable entrepreneurial growth, and nurture a global community committed to the planet of tomorrow. The event connected leaders and

visionaries from the innovation sector, inspiring ideas and projects that are redefining the future in an ethical and sustainable way. It served as a platform to explore how technology and innovation can be leveraged for greener and bluer development, strengthening the maritime economy and promoting ESG practices.



April

Brazil Digital for All Award



Click here to learn more about Brazil Digital for All:



In April, Facens had the honor of receiving the Brazil Digital for All Award, being nationally recognized with the Diamond distinction in the category: Education and Professional Training. The winning project was 5G Smart Campus® Facens: Human, Smart, and Sustainable.



May

2nd National Forum on Urban Lighting



In its second edition, the National Forum on Urban Lighting – Quality of Life and Public Safety, organized by ABCIP, ABILUX, and ABRASI, presented and discussed topics related to quality of life and public safety.

The event took place on May 9, 2024, at the FIESP headquarters in São Paulo, in both in-person and online formats, bringing together mayors, secretaries, public managers, private managers, investors, and other professionals in the sector. Professor Dr. Regiane Relva Romano, representing Smart Campus® Facens, delivered a lecture on the concepts of Human, Smart, and Sustainable Cities and the importance of public lighting management. She also presented case studies from Smart Campus® Facens and the city of Albertina.

October

Yucatán Summit 2024 Fab City



In October 2024, the Yucatán Summit 2024 Fab City was held, focusing on evaluating the progress achieved in urban sustainability over the last decade and outlining a strategic path for the future. The event featured discussions on projects that

drive sustainability and innovation, fostering a global dialogue on how to reshape our cities and regions to meet future challenges. Professor Dr. Regiane Relva Romano participated in the event, representing Smart Campus® Facens.



Pillars of Sustainability



Pillars of Sustainability

At Facens University Center, our greatest mission is to guide our students, professors, and other collaborators so that they develop a systemic vision and understand, in a practical way, the importance of sustainability for transforming our present and building our future.



That is why we promote an education aligned with the social, environmental, and economic needs of our society and the planet.

In this way, all the institution's projects are divided into four pillars: Social, Economic, Environmental, and Education for a Sustainable Future. Each pillar is subdivided into priority themes, which are directly connected to the Sustainable Development Goals (SDGs) of the United Nations (UN) 2030 Agenda.

| Environmental | Education | Social | Economic |
|--|---------------------------------------|--|--|
| Energy and Climate Change | Quality Education | Scholarship Programs and Inclusive Education | Governance |
| Nature, Ecosystems, and Biodiversity | Sustainability Research | Health and Well-being | Student Enrollment and Retention |
| Waste Management | Sustainability Outreach | Gender, Racial, and Diversity Equity | Market Integration |
| Sustainable Water Use | Internationalization in education | Social Actions and Partnerships | Employability and Career Opportunities |

Environmental Pillar



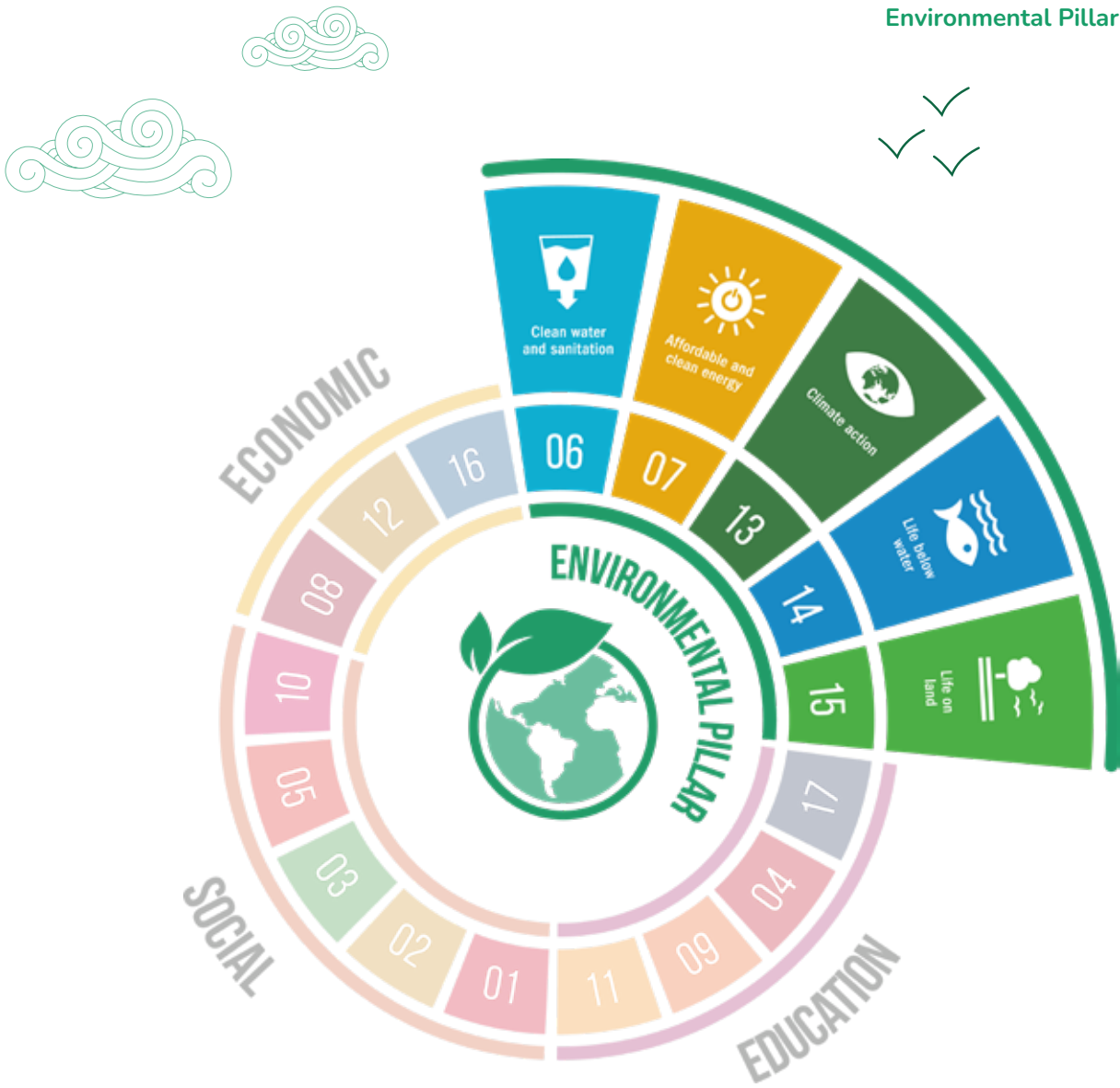
As a smart and sustainable campus, Facens University Center understands that caring for the environment depends on the awareness of everyone who shares this space. For this reason, we strive to educate our community and develop solutions that minimize and regenerate environmental degradation, while enhancing human development and the well-being of our students and staff.

The Environmental Pillar is structured around four areas of focus: **Energy and Climate Change; Waste Management; Sustainable Water Use; and Nature, Ecosystems, and Biodiversity.** We work systemically across each area, adopting sustainable practices on our campus with the goal of building a more sustainable future for all. These themes are primarily aligned with SDGs 6, 7, 13, 14, and 15.



“Rising heat and humidity due to climate change are making more regions of the Earth uninhabitable. Currently, 600 million people live outside ideal climate conditions, and with each degree of warming, an additional 10% of the global population will be affected.”

- Future Earth, The Earth League, WCRP (2024)¹




Areas of focus:



1. FUTURE EARTH; THE EARTH LEAGUE; WCRP. 10 new insights in climate science 2024/2025. Future Earth, The Earth League, The World Climate Research Programme, 2024. Available at: <https://doi.org/10.5281/ZENODO.13950098>.


Energy and climate change

Climate change is considered one of the greatest threats to the planet and to humanity. Its consequences are already being experienced in various aspects of our lives, from our health to the global economy. At Facens University Center, we have adopted a series of initiatives to reduce greenhouse gas (GHG) emissions from our daily activities, in addition to pursuing the development and implementation of new technologies for the production of clean and renewable energy.



“Switching energy systems from fossil fuels to renewables, such as solar or wind, will reduce the emissions that drive climate change. But we must start now.”

- United Nations / UN Brazil



Carbon footprint

We are continuously monitoring our emissions and seeking solutions to minimize our carbon footprint. In 2024, we improved our inventories by adopting the **GHG Protocol** methodology (**Greenhouse Gas Protocol**), an internationally recognized standard for the quantification and management of greenhouse gas (GHG) emissions. With this approach, we began **mapping our emissions more accurately and consistently**, enabling the identification of opportunities for reduction and the implementation of new initiatives and programs. This advancement



reinforces our commitment **to pursuing the best global practices for managing our emissions.**

The carbon inventory is quantified in three scopes:

Scope 1: Direct greenhouse gas (GHG) emissions from **sources controlled by the institution.** In 2024, our direct emissions amounted to **11.4 tons of CO₂ equivalent.**

- Emissions from stationary combustion: **4.8 tons** of CO₂ equivalent.
- Emissions from mobile combustion¹: **5.6 tons** of CO₂ equivalent.
- Emissions from organic waste composting²: **1.0 ton** of CO₂ equivalent.

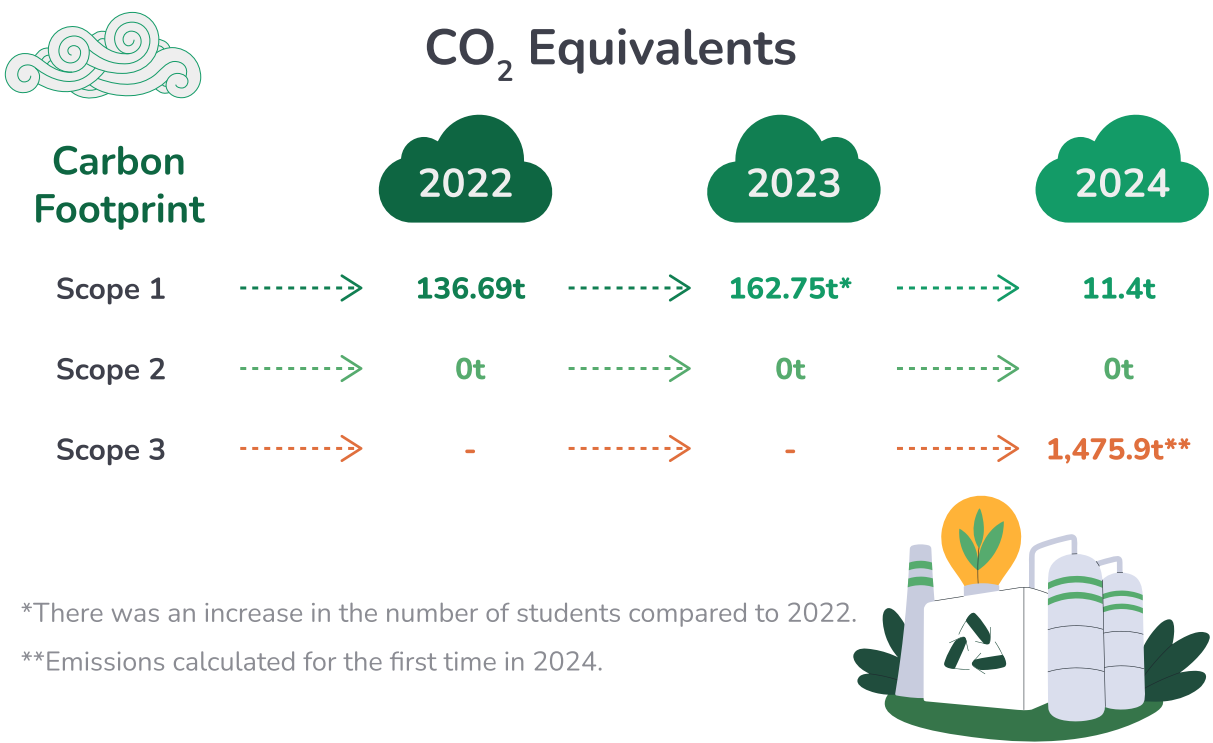
Scope 2: Indirect emissions associated with **purchased electricity consumption.** In 2024, thanks to the use of **clean and renewable energy**, greenhouse gas (GHG) emissions from consumed electricity were neutral.



1. Emissions from the operational fleet owned by Facens University Center.
2. Emissions from compostable solid waste treated at Facens University Center.

Scope 3: Indirect emissions, which occur throughout our **value chain**. In 2024, emissions from these sources totaled **1,475.9 tons** of CO₂ equivalent.

- Emissions from solid waste sent to landfill: **13.0 tons** of CO₂ equivalent.
- Emissions from domestic wastewater treatment¹: **74.8 tons** of CO₂ equivalent.
- Emissions from business travel²: **43.0 tons** of CO₂ equivalent.
- Emissions from private vehicles³: **1,345.1 tons** of CO₂ equivalent.



1. Estimated emissions from the wastewater flow of Facens University Center, considering the total population of students and staff and the wastewater treatment system of SAAE Sorocaba – ETE S1.

2. Emissions calculated for air travel, for work purposes, by the staff of Facens University Center.

3. Emissions calculated based on estimates of the daily commuting of staff and students from their homes to Facens University Center through a sampling process.

We are working to ensure that our emissions, especially those in Scope 3, **are mapped with greater accuracy**. With this, we expect to develop increasingly effective strategies and strengthen our emissions reduction programs.

Greenhouse gas emissions reduction programs

Reducing greenhouse gas (GHG) emissions is an essential commitment to addressing climate change and mitigating its impacts. At Facens University Center, we adopt a strategic and innovative approach to minimizing our climate impact, investing in clean and renewable energy throughout the campus, improving our energy efficiency, and developing sustainable solutions with our students to benefit the community. In this way, we combine technology, education, and action to build a more resilient and sustainable future.

Clean energy production

In 2016, we began installing our first photovoltaic power generation systems, with both on-grid and off-grid installations, becoming one of the first photovoltaic plants in the metropolitan region of Sorocaba. In 2022, we expanded with an additional photovoltaic power generation system through the CPFL Energy Efficiency Program. In 2024, we initiated the implementation of a new Tracker photovoltaic system in partnership with Trina, with the goal of increasing our electricity generation capacity by around 18 to 20 kWp, reaching up to 245 kWp when combining all our systems.

With this, we generated **14% of all the electricity consumed on campus in 2024**. This percentage represents a **decrease compared to the 19% recorded in 2023**, explained by two main factors:

- **Increase in consumption:** the campus recorded a **21% growth in total energy consumption** in 2024, as a result of the expansion of academic activities, new facilities, and greater energy demand;
- **Decrease in self-generation:** renewable energy production **fell by 9%** compared to the previous year, impacted by operational factors and weather conditions.

Despite this relative reduction in self-generation, we maintained our policy of using **100% renewable energy**, ensuring that all electricity purchased in the free energy market comes from certified clean sources.

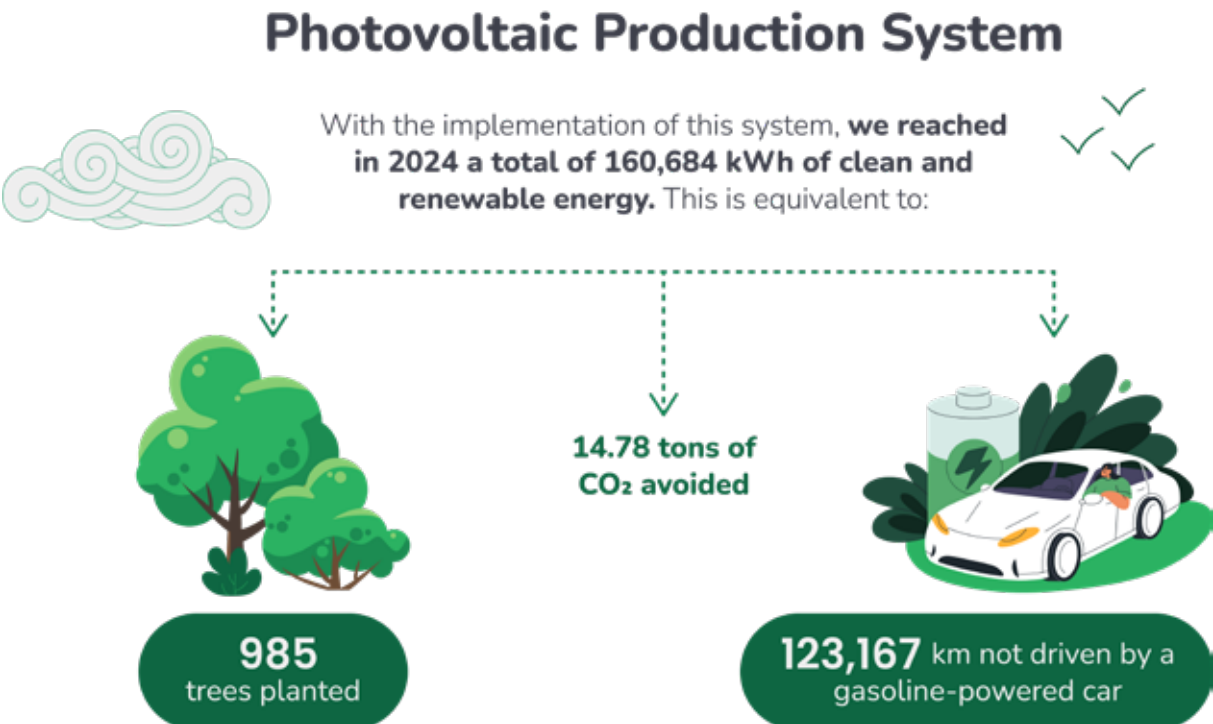
Emissions were calculated according to the following emission factors:

- **CO₂ emission factor of the Brazilian energy matrix:** represents the average emissions of the national electricity grid, considering all energy sources. This value may vary annually and increase during dry periods due to greater use of thermoelectric plants. The factor used was 92 kgCO₂/MWh (0.092 tCO₂/MWh), based on data from the Ministry of Mines and Energy (MME) and the Energy Research Office (EPE) for 2024.
- **CO₂ absorption per tree:** represents the average capacity of a native tropical tree in its growth phase to capture carbon dioxide from the atmosphere. This value may vary depending on species, age, and environmental conditions. The factor used was 15 kgCO₂/tree/year, based on estimates from the IPCC (Intergovernmental Panel on Climate Change) and SEEG (System for Estimating Greenhouse Gas Emissions).
- **CO₂ emissions per kilometer driven by a gasoline car:** represents the average emissions of a gasoline-powered vehicle per kilometer traveled. The value may vary according to model, year of manufacture, and engine efficiency. The factor used was 0.120 kgCO₂/km, considering estimates from the Environmental Protection Agency (EPA), IBAMA, and CETESB.

Sources considered in the emissions calculation: Energy Research Office (2024), Potenza et al. (2021), Intergovernmental Panel on Climate Change (IPCC, 2022), Environmental Protection Agency (EPA, 2018), IBAMA (2016), CETESB (2024).

- Complete references can be found on page 42, at the end of this section.

Our commitment is to continue investing in the **expansion of solar generation and the improvement of energy efficiency**, reinforcing the campus's role as a model of sustainable innovation.



Acquisition of contracted energy from renewable sources (I-REC)

Since 2020, we have been part of the Free Contracting Environment (ACL), commonly known as the Free Electricity Market, with a contracted demand of 500 kW. Regulatory Resolution No. 1,000 of the Brazilian Electricity Regulatory Agency (ANEEL) establishes that consumers with demand between 500 kW and 1,000 kW are considered “special consumers” and are authorized to acquire energy exclusively from incentivized sources, that is, renewable sources such

as small hydroelectric plants (SHPs), solar, wind, or biomass plants. Even considering the regulatory requirement, we have adopted an even stronger commitment to the traceability of the energy consumed, ensuring that all electricity is certified by I-REC (International Renewable Energy Certificate). In 2024, we acquired 1,137 RECs, corresponding to 1,137 MWh, an increase compared to the 979 RECs acquired in 2023.



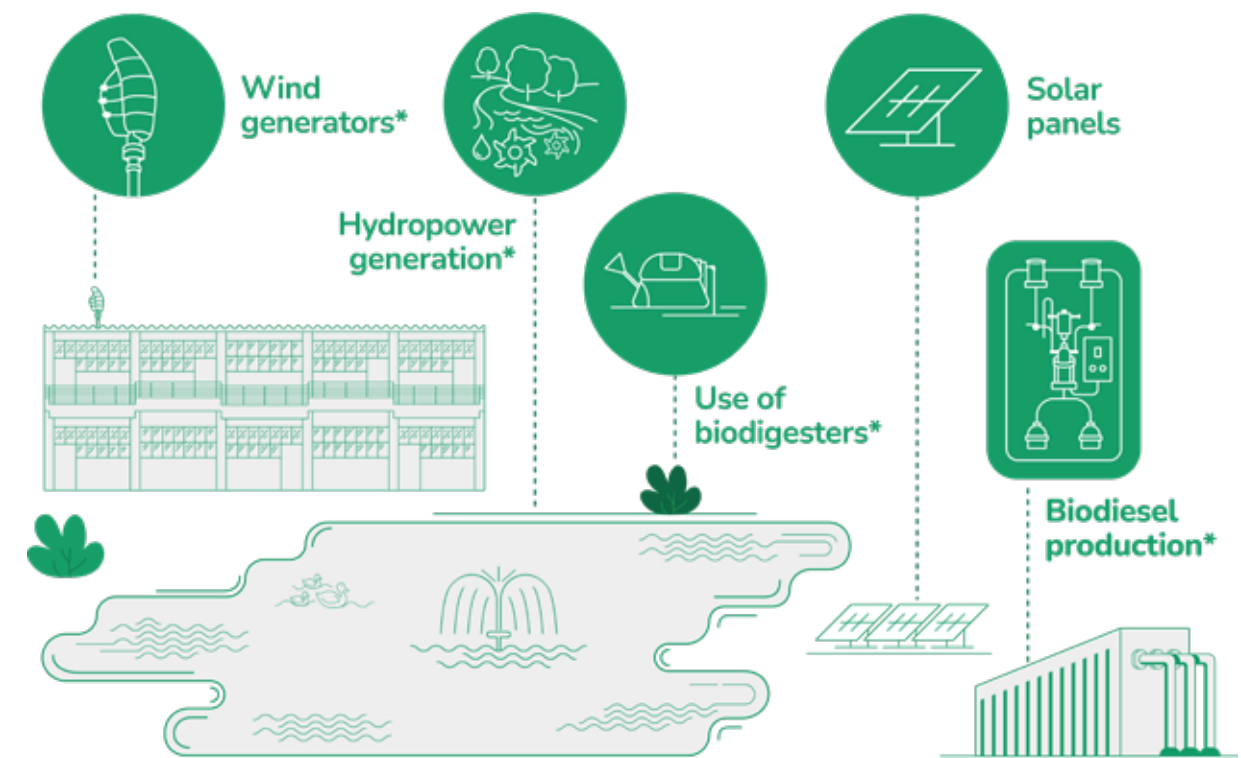
The International REC Standard (I-REC) is a global system, with a unified methodology, that certifies the origin of energy as renewable. REC certificates represent that the amount of electricity purchased and consumed was generated from renewable sources (each REC equals 1 MWh of renewable energy consumed).

Experimental units for renewable energy generation

Facens University Center has the mission of constantly seeking the development of new solutions for clean energy generation. Our goal is to provide the entire academic community with a comprehensive view of global energy generation trends, as well as practical experience in addressing climate change, innovation, and entrepreneurship.

Over the years, we have developed a variety of innovative solutions, covering several renewable energy sources. Among these solutions, projects involving solar panels, wind generators, biodigesters, biodiesel production, and the use of hydropower stand out.

These projects are carried out both institutionally, through initiatives led by Facens, and by our students, who have the opportunity to apply their theoretical knowledge in practice, developing real experimental projects that contribute to the pursuit of a more sustainable energy matrix.



The experimental units that produce biogas, wind, hydropower, and biodiesel are not connected to the campus power grid.

In addition to renewable electricity generation initiatives, our students are encouraged to develop practices and projects related to energy efficiency, aiming to reduce consumption for air conditioning and lighting in our buildings. We offer a specific curricular component in all engineering programs during the 3rd semester, at the Experimental Projects Plant (UPX – Renewable Energies), focused on the development of technologies for clean and renewable energy generation, as well as Scientific Initiation projects and Undergraduate Theses that deliver innovations related to energy management development.



Energy efficiency plan

In 2023, Facens University Center achieved a significant milestone: we began developing our Energy Efficiency Plan (EEP), with the implementation of a system for monitoring and managing electricity consumption across the entire campus.

This advancement enabled precise measurement of energy consumption broken down by distribution system, as well as monitoring the savings generated by photovoltaic production.

Based on the detailed analysis of consumption data and electricity generation during 2023 and 2024, we defined the next step for 2025: the creation of the Internal Commission for Energy Conservation. This initiative will have the following main objectives:

- Develop an Energy Policy aimed at the continuous improvement of energy performance, following the structure of ISO 50000, adopted in Brazil by the Brazilian Committee for Energy Management and Economy (CB 116) of ABNT.
- Implement an Energy Management System, monitoring Energy Performance Indicators (EnPI) to optimize consumption and reduce waste. International studies indicate that initiatives such as this can provide savings ranging from 5% to 30%, depending on the sector, the level of monitoring, management engagement, and investments in energy efficiency.

In addition to ensuring greater control over our financial savings from photovoltaic generation, this initiative will strengthen our energy governance, reinforcing our commitment to environmental sustainability and the economic viability of our operations.



Sources considered in the emissions calculation:

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Waste management

The issue of solid waste is a concern in all sectors, including education. Our challenges involve institutional changes, addressing cultural paradigms, as well as the need for innovation and commitment to implementing the 5Rs (Rethink, Refuse, Recycle, Reduce, and Reuse).

At Facens University Center, we seek to minimize waste generation and implement sustainable management practices such as reduction, reuse, recycling, and composting. We continuously strive to improve our processes, encouraging awareness and participation of the university community in sustainable waste management.



Commitment to landfill waste diversion

At Facens University Center, responsible waste management is an ongoing commitment. Each year, we advance in developing new solutions and improving our Solid Waste Management System (SGRS). Our goal is to divert as much solid waste as possible from landfills, encouraging the 5Rs on our campus.



» External waste bins distributed across campus.

At Facens, we diverted from landfills:

- **63.2%** of all solid waste generated in 2024;
- **69.7%** of all solid waste generated in 2023;
- **67.2%** of all solid waste generated in 2022;
- In 2024, **7,061 kg** of solid waste was recycled, returning to production chains.

In 2024, we diverted a smaller proportion of waste from landfills compared to the previous year. This reduction is explained by an essential restructuring process in our waste management infrastructure, carried out with the aim of aligning with the Zero Waste concept. Two main factors account for this result:

- **Review of collection flows:** we introduced changes in disposal points and the standardization of selective collection, which led to operational adjustments that temporarily affected diversion rates;
- **Implementation of new monitoring strategies:** the adoption of new process flows and the adjustment of existing ones, together with updates to campus infrastructure, helped us correct inconsistencies and adapt to new waste management providers.

This restructuring is part of a strategic institutional movement to make Facens University Center the first higher education institution in Brazil to be certified Lixo Zero by the end of 2025. The actions carried out in 2024 were fundamental to establishing solid foundations of control, traceability, and engagement, ensuring that progress from 2025 onwards occurs in a consistent and measurable way.

Despite the temporary reduction in the diversion rate, we reaffirm our commitment to sustainability and continue to invest in environmental education, process innovation, and strategic partnerships to increase waste diversion and strengthen the campus's role as a national reference in responsible solid waste management.



In 2024, we implemented:

- More precise and accurate monitoring processes;
- Significant improvements in infrastructure, with the standardization of our collection and source segregation system;
- Construction of our solid waste management center.

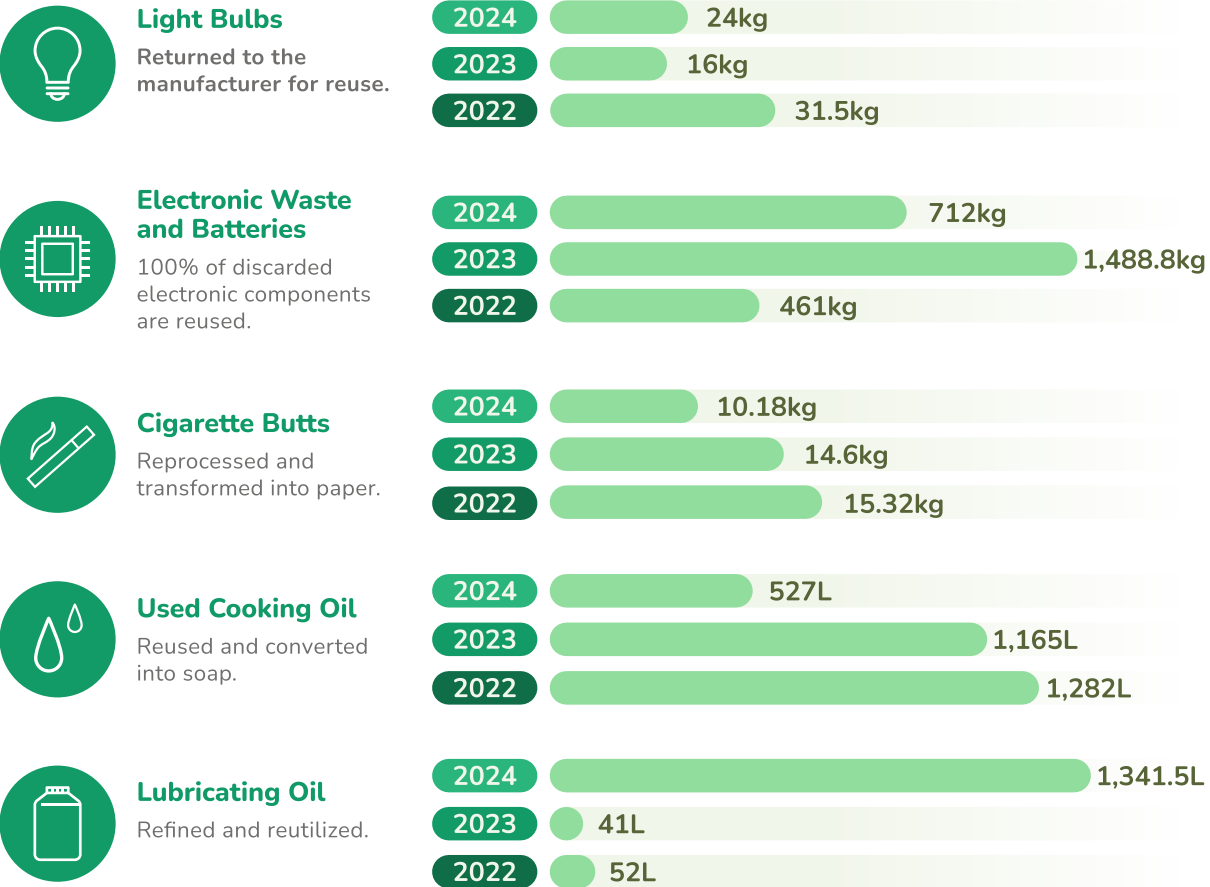


» Electronics collector, sponge and can tab collector, and cigarette butt collector.



» Structure of the waste management center under implementation.

Waste management overview:



We rely on partners such as **CORESO – Cooperativa de Reciclagem de Sorocaba**, Gestão Verde, GreenEletron, IESA, Poiato Recicla, and Veolia for the proper disposal of waste.



Paper

Since 2022, we have adopted measures to reduce paper consumption at Smart Campus® Facens. We prioritize the use of the virtual learning platform for assessments, assignment submissions, and ebooks in Facens University Center courses.

As a result, we achieved an 80% reduction in paper consumption in academic activities.



Plastic

In 2024, we continued our actions to eliminate plastic use at Smart Campus® Facens. We used biodegradable plastic bags and replaced plastic cups and straws with paper cups and straws.

We also distributed to our students and staff:

- 1,276 mugs;
- 146 reusable bottles;
- 1,130 100% biodegradable plastic bags.



Organic waste



» Gardening team working at the campus composting site.

We managed to reuse 763 kg of food waste.

In 2024, we began maintenance of our biodigester. Although this represented an improvement point in our system, the reuse of organic waste was significantly impacted.

We were able to reuse 63.6% of our organic waste through the composting system.

We are continuously seeking new solutions, and our goal for 2025 is to resume reusing 100% of our organic waste.



» 3rd-semester Agronomy Engineering students carried out corrections and improvements to the biodigester at Facens University Center, as part of the UPX – Energias Renováveis curricular project.

Community actions

Throughout 2024, we held **8 events** and published **19 articles** on the Facens Blog to raise awareness in our community about issues related to sustainability initiatives.

In partnership with the Marketing Department, the Sustainability team and the Solid Waste Management System Working Group joined forces to plan and execute the campaign “*Facens Rumo ao Lixo Zero*” (Facens Towards Zero Waste), aimed at engaging staff, faculty, students, and all visitors on campus in the correct disposal of waste. The campaign began in September 2024 and has covered topics such as:

- The importance of waste separation;
- Collection points at Facens (highlighting new collection bins);
- Overview of recycling in Brazil;
- Benefits of recycling waste;
- *Facens Rumo ao Lixo Zero*;

- The journey of waste;
- Combating food waste / correct disposal of organics for composting;
- Disposal of kitchen sponges and can tabs.

Some examples of materials and content from the “*Facens Rumo ao Lixo Zero*” campaign that we published:




Sustainable water use & Nature, ecosystems, and biodiversity

Sorocaba occupies a strategic region in terms of water and biodiversity. This allows us to benefit from its environmental services and ecological beauty, but also brings great responsibilities. Two tributaries of the Sorocaba River flow through Smart Campus® Facens, making their preservation both essential and challenging. In addition, the city is located in an ecotone—an environmental transition area between the Atlantic Forest and the Cerrado—harboring rich biodiversity and unique (endemic) species that, beyond enhancing the landscape, embody one of our core values: life.



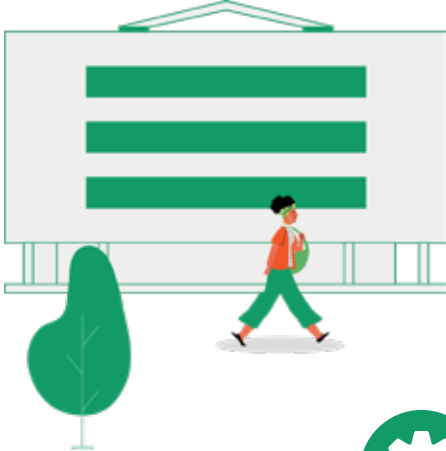
“Biodiversity is the sum of all living beings, including all plants, animals, and microorganisms on Earth. It is precisely this diversity and the interaction among different species that makes our planet so special.”


- Greenpeace



Conscious water use


Facens University Center was once again recognized by the UI GreenMetric Ranking in its 2024 edition as a university of excellence in water-conscious practices. We received the highest score in the indicators related to water use efficiency, treated water consumption, and aquatic pollution control on our campus.






100% smart water meters

15 smart meters installed at Smart Campus®.




Green areas

100% of the water used for irrigating Facens gardens comes from the lake.




Treatment system


100% of the water consumed on campus is treated on site, including water from the lake.





100% efficiency in water use

- Our water management system optimizes consumption and reduces waste;
- Low-flow sanitary and irrigation devices: all equipment was designed to minimize consumption without compromising functionality;
- Maximum utilization of water resources: we use technologies and strategies that ensure sustainable water use, contributing to the conservation of this essential resource.









Our lake is fed by urban stormwater drainage and by a tributary of the Sorocaba River. As such, it serves multiple functions, also helping retain sediments that would otherwise be carried into the Sorocaba River and contributing to flood control by mitigating the impacts of heavy rainfall.



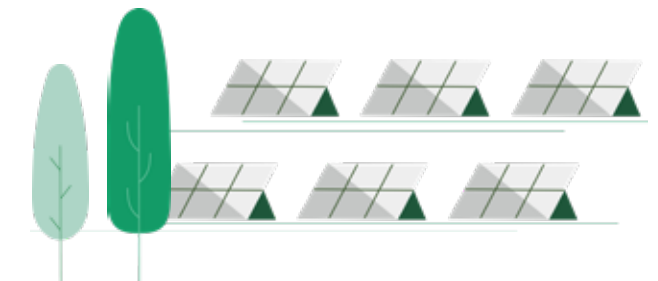
» Lake Facens.



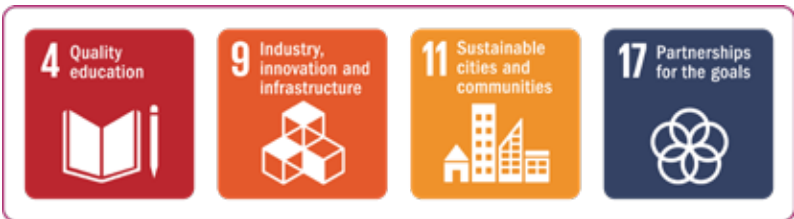
Participation in the River Basin Committee

Facens University Center is a member of the Sorocaba Médio Tietê River Basin Committee, working alongside other members of organized civil society in a participatory and collaborative manner to discuss and develop policies and practices for the sustainable management of water resources.

To learn more about the River Basin Committees, [click here:](#)



Education Pillar for a sustainable future



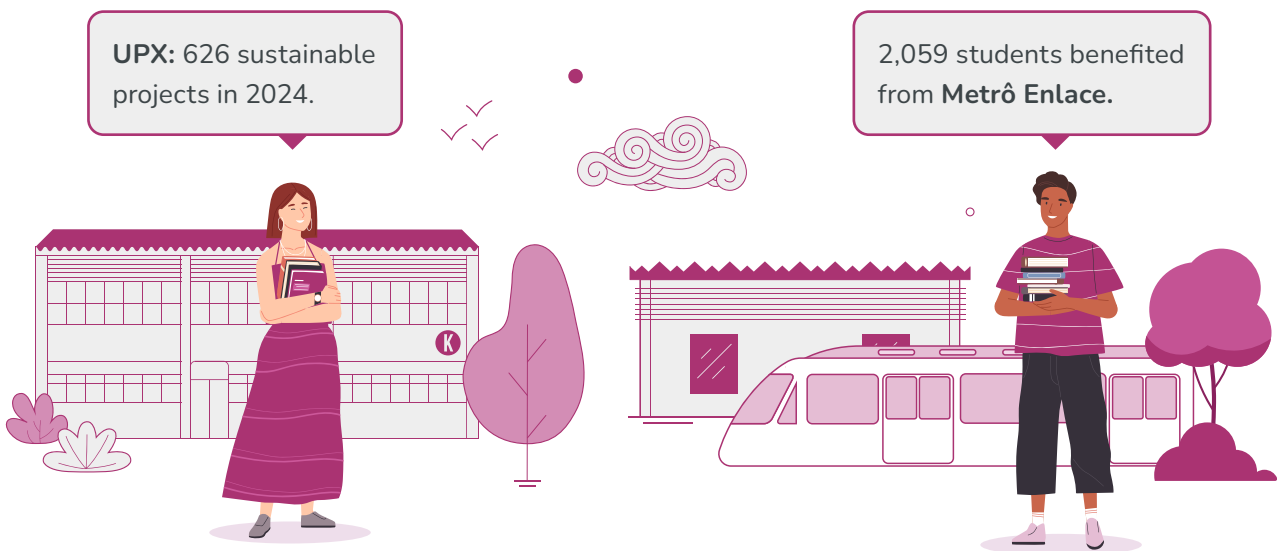
Facens University Center is committed to educating for the promotion of a sustainable future. This is reflected in our initiatives and programs. We integrate sustainability education into our undergraduate and graduate programs, offering specific courses on the subject and encouraging the incorporation of sustainable principles into student projects. In addition, we partner with local, national, and international organizations to promote sustainability through environmental awareness projects and volunteer programs, enabling our students to contribute to the implementation of real solutions for society.

All of this supports the goal of developing highly qualified professionals with the knowledge and skills to work on impactful projects and solutions, becoming conscious citizens who contribute to the development of a cleaner and greener economy. The Education Pillar for a sustainable future is structured around four areas of focus: **Quality of Education, Research in Sustainability, Extension for Sustainability, and Internationalization in Education.** These areas encompass SDGs 4, 9, 11, and 17.

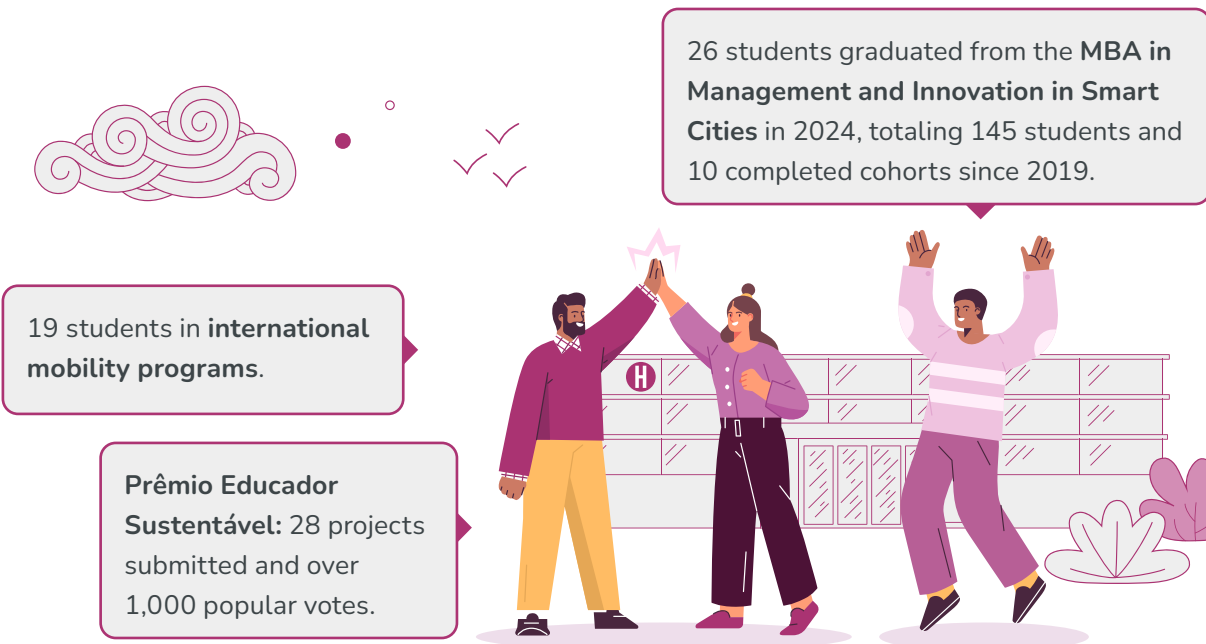


Areas of focus:





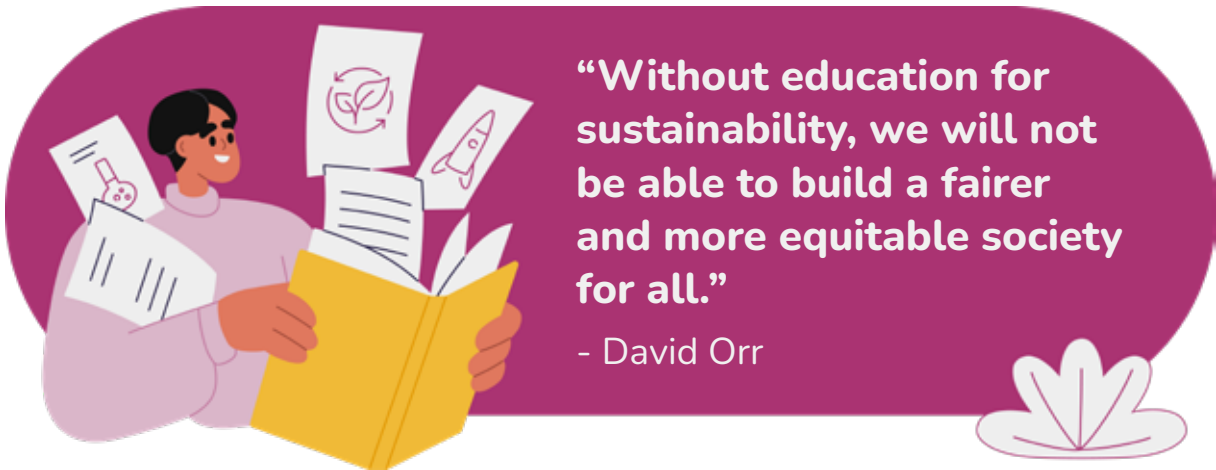
- Social Innovation Lab (LIS) training sessions:**
- 67 teachers impacted: workshop on Education for a Sustainable Future, Practical Methodologies for Transformative Learning, among other activities;
 - 493 students impacted: Zero Month, Workshops, and other sustainability-oriented activities.



Quality of education

The educational model at Facens University Center places students at the center of the learning process, combining theory and practice through real challenges from the market, society, and the planet.

Development is comprehensive, encompassing both technical and behavioral skills, which fosters self-awareness, proactivity, and entrepreneurship.

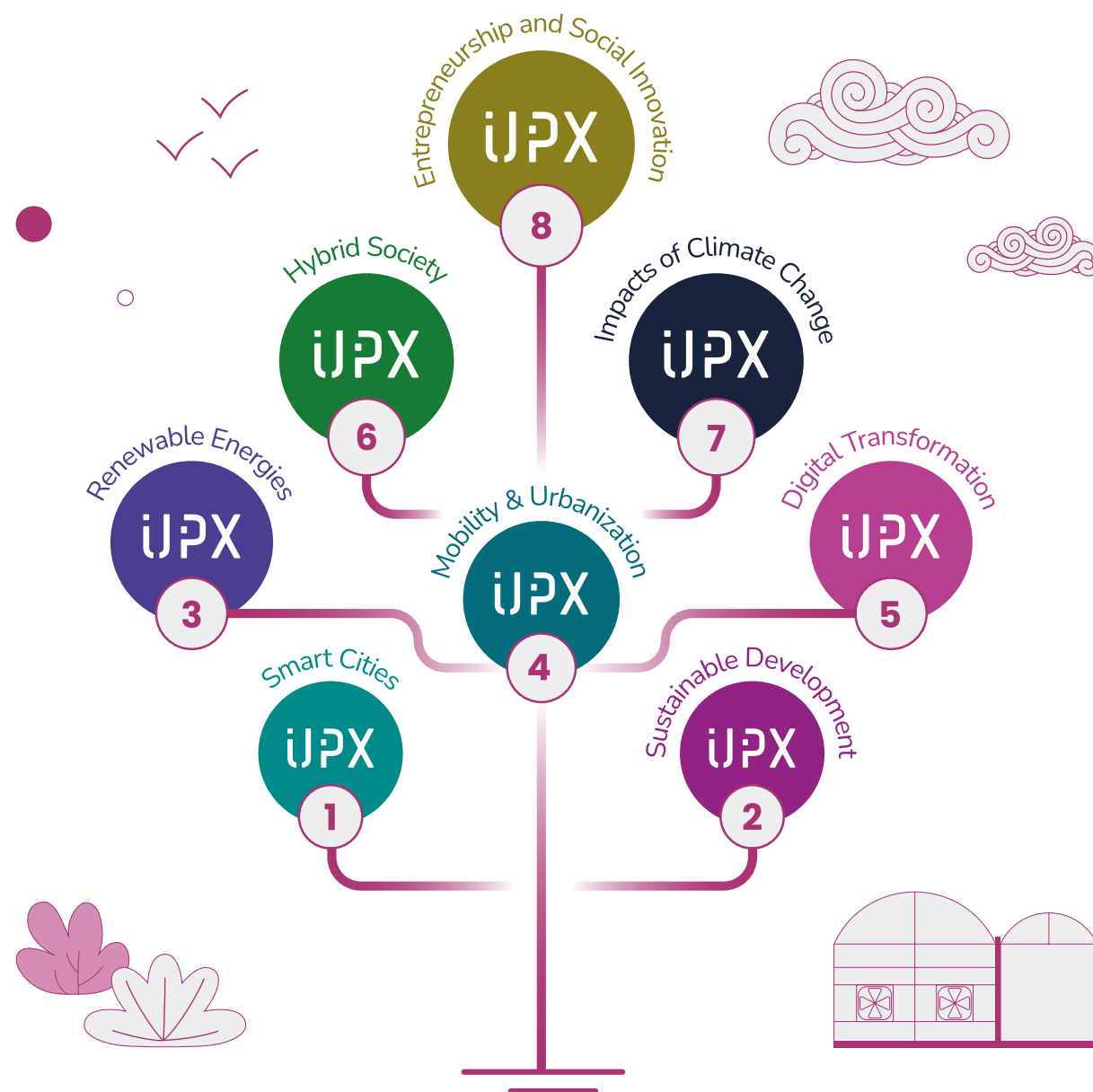


Experimental Projects Plant (UPX)

The Usina de Projetos Experimentais (UPX) is a module included in the undergraduate curriculum at Facens University Center and promotes the development of technical and socio-emotional skills, as well as raising socio-environmental awareness and fostering an entrepreneurial mindset. Our students develop solutions for a broad spectrum of challenges, addressing both local and global problems, enabling them to meet socio-environmental and market demands. In this regard, UPX

activities are always aligned with the Sustainable Development Goals (SDGs) and the Sustainable Projects Guide of Facens University Center.

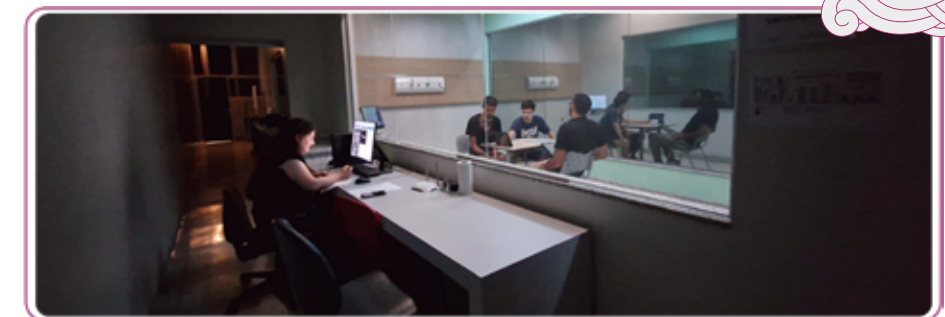
Thus, the goal and distinguishing feature of our educational model is to develop in our students a systemic, multidisciplinary, and integrated perspective with the entire Smart Campus® Facens ecosystem. Each semester of the Engineering and Technology programs addresses a macro-theme in UPX, which are:



Use of new technologies in education

At Facens, the incorporation of new technologies and innovation in the educational environment has also been a priority. In the context of higher education, these resources significantly contribute to improving pedagogical processes, fostering a more interactive, applied learning experience centered on the development of essential skills.

One notable example is the presence of simulation rooms—true experimental laboratories designed to bring the classroom experience as close to reality as possible. These spaces allow, for instance, the simulation of client interviews in the Production Engineering program, as well as clinical care simulations for health-related programs. This infrastructure provides students with the opportunity to experience real-life situations in a controlled environment, supporting both technical and behavioral development in a safe and effective way.



» Advanced Simulation Room, Transport Phenomena Laboratory, and Morphofunctional Laboratory II

Our commitment to climate awareness

In 2024, one of the hottest years on record, Facens University Center promoted a highly relevant initiative in the field of sustainability education by hosting scientist Carlos Nobre—an international authority on the Amazon and climate change studies. The lecture, open to the public, was a unique opportunity to expand the debate on the impacts of global warming and the challenges humanity faces in the face of the climate emergency.



This initiative connected our students, faculty, and community to updated scientific knowledge, critical for shaping conscious, prepared, and transformative professionals.

The activity reflects our institutional commitment to civic education and to promoting a more sustainable future, particularly in combating global climate change.

For more information and to watch the full lecture, [visit:](#)



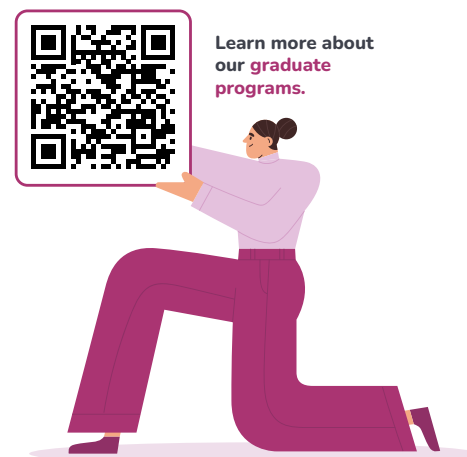
Graduate programs

Throughout 2024, Facens University Center offered 22 graduate programs, totaling 85 cohorts supported by comprehensive infrastructure and a wide range of opportunities focused on professional development and civic education. Among the highlights, the **MBA in Management and Innovation in Smart Cities** provides solid training in management, combined with knowledge of trends and innovative solutions applicable to urban contexts. The program adopts a holistic approach, based on national and international case studies, and best practices related to energy, health and quality of life, industry, education, urban mobility, transportation, security and cybersecurity, information and communication technologies, social innovation, environment, architecture, urban planning, and new business models — always focused on building smarter, more human, and more sustainable cities.

The **Automotive Engineering and Mobility** program also stood out for its alignment with emerging trends in electric mobility. With an emphasis on electric and hybrid vehicles, it addresses topics such as energy efficiency, reduced raw material consumption, rational mobility,

and the application of artificial intelligence in project development and in the integration between vehicles and cities, aiming at more efficient resource use and improved quality of life in large metropolitan areas.

The **Specialization in Industrial Processes and Sustainable Innovation** promotes integrated training that combines technical and managerial skills, focusing on sustainable practices and emerging technologies. This program is another standout initiative, given its capacity to prepare new professionals to face the challenges of modern industry while fostering the development of efficient and environmentally responsible solutions. With an emphasis on topics such as green hydrogen and ESG, the program prepares students to lead sustainable transformations, optimizing processes and aligning industrial operations with global standards of environmental and social responsibility.



Metrô Enlace

One of Enlace's main tools is Metrô Enlace, a self-instructional learning path. Through the narrative of a subway journey, available in the Canvas Learning Management System, students are invited each semester to participate in the learning path to develop socio-emotional skills. They follow the activity route, self-assess in various aspects, and can monitor the longitudinal progress of their personal growth.



Metrô Enlace is divided into eight routes, each with three or four stations, and offers theoretical content with interactive sections, a “did you know?” segment related to the theme, reference videos, animations featuring subway characters (created to foster student identification), tips for cultivating socio-emotional skills, and reflective activities on the topics covered. The journey begins in the 1st semester with the Boarding Station (Estação de Embarque) and continues through routes from the 2nd to the 8th semester.

At the end of the Boarding Station, students are invited to complete a self-assessment that includes two questionnaires: the WHOQOL by the World Health Organization (WHO) (Fleck et al., 2000)¹, which evaluates quality of life in physical, psychological, social, and environmental domains, and the PIL-TEST (Nobre, 2016)², which assesses life purpose. This assessment is repeated at the end of each semester and can be tracked by the student on a dashboard within the online system. **In 2024, 48 teachers and 2,059 students were impacted by Metrô Enlace.**



In Metrô Enlace, we explore three zones of the city of self-knowledge: the “**self with myself**” zone; the “**self with others**” zone; and the “**self with the world**” zone. In this experience, several competencies are developed, including those in the Sustainable Awareness track. This track focuses on competencies such as “Connectivity and belonging,” “Empathy and compassion,” “Integrity, authenticity, and commitment,” and “Critical thinking,” all of which are essential for building a fairer and more sustainable world.



1. FLECK, Marcelo P. A. et al. Aplicação da versão em português do instrumento abreviado de avaliação da qualidade de vida “WHOQOL-bref”. **Revista de Saúde Pública**, v. 34, n. 2, p. 178-183, 2000.



2. NOBRE, Marco A. R. Purpose in Life Test (PIL-Test): Evidências de validade e precisão. **Revista Logos & Existência: Revista da Associação Brasileira de Logoterapia e Análise Existencial**, v. 5, n. 1, p. 89-118. Available at: <https://periodicos.ufpb.br/ojs2/index.php/le/article/view/31361> Accessed on: Mar. 8, 2023.

Sustainable Educator Award (Prêmio Educador Sustentável)

The Sustainable Educator Award (*Prêmio Educador Sustentável*) recognizes and values innovative practices by educators who promote sustainability in education. Teachers are awarded for integrating sustainable concepts into the curriculum, engaging students in practical projects, and contributing to the development of conscious citizens committed to sustainable development. The award highlights initiatives that go beyond conventional teaching, encouraging social and environmental transformation.

The fifth edition celebrated the 9th anniversary of the 2030 Agenda, while also recognizing the Facens teaching community and reinforcing the institution’s commitment to innovative education for a sustainable future.

In 2024, we received 28 submissions across the three categories available this year: **Sustainable Educator Award**, **Support in research and project development**, and **Interdisciplinary proposals**.

-  **Sustainable Educator Award:** awards initiatives of classroom practices.
-  **Support in research and project development:** values participation in project supervision, ICs, and TCCs.
-  **Interdisciplinary proposals:** highlight initiatives that promote cooperation across different programs or disciplines.



Facens Plugin

In 2024, Facens University Center held three major institutional events: **UP! Facens 2024**, **Plugin: Business & Innovation**, and **Plugin: Competitions and Projects**. These initiatives reinforce the institution's commitment to providing a complete, dynamic, and practice-oriented academic experience, aligned with real-world demands while promoting integration among students, schools, society, the job market, and innovative projects.

UP! Facens 2024

Considered a landmark in the institutional calendar, UP! Facens offers five days of integration for freshmen, with a full schedule of activities including team dynamics, tours of the innovation centers, discussions with coordinators, talent shows, and opportunities for interaction with senior students.

In the 2024 edition, the event brought together **583 freshmen** and **60 senior students**, fostering a sense of welcome, belonging, and engagement from the very start of the academic journey.

Plugin: Business & Innovation

Plugin: Business & Innovation aims to connect students, alumni, professionals, and the community with the latest innovations and technologies in Engineering, Architecture, Technology, and Health.

The program included **talks, challenges, exhibitions, workshops**, and the traditional **Career Fair**, creating an environment for learning, networking, and professional development.

In 2024, the event welcomed **2,539 participants** and showcased **539 academic projects**, highlighting student leadership and strong connections with the productive sector.

Plugin: Competitions and Projects

Held between November and December, Plugin: Competitions and Projects is a free event open to the community, targeting elementary, high school, and university students. Its main goal is to promote the development of practical skills through challenges and collaborative projects.

This edition featured the active participation of **3,633 students** and the execution of **12 academic competitions**, such as:

- Chemical Car Competition
- Glider Competition
- Catapult Battle
- Codesys Programming
- Morphophysiology Olympiad
- Arq & Urb & Ação Challenge
- Agronomy Engineering Marathon
- Among others



[Click here](#) to learn more about Plugin: Competições e Projetos:



In addition to the competitions, **626 interprofessional and curricular extension projects** were presented, developed by students in Architecture and Urbanism, Engineering, Health, and Technology.

These activities strengthen Facens' commitment to applied education, interdisciplinarity, and innovation, fostering the integration of teaching, research, extension, and society.










Library

The Facens Library features modern and comfortable facilities, providing its users with an environment conducive to study, research, and creativity. In the collection area, a variety of accessibility resources are also available, including platforms, tactile keyboards, voice scanners, screen readers, braille printers, tactile flooring, tablets, and service counters designed to accommodate wheelchair users or people of shorter stature.

In addition to its pleasant and welcoming environment, the Facens Library carries out a variety of initiatives throughout the year that bring together art and sustainability. These initiatives provide enriching experiences, encourage the development of empathy and sustainable attitudes, and promote reflection on the topics presented—stimulating new perspectives through creativity and support for initiatives that make a difference in society.



The activities carried out by the Facens Library throughout 2024 reinforce the institution’s commitment to the holistic education of students, encouraging reading, critical thinking, cultural expression, and social engagement. Highlights include:

- **Decorations with Reused Materials**
Thematic creations made with repurposed waste and displayed in Facens containers, promoting sustainability through art.
Related SDG: 12 – Responsible consumption and production.
- **Literary Soirée**
An open-air reading event of texts and poems by any participant, including tributes to authors with an exhibition of their works.
Related SDG: 4 – Quality education.
- **Book Club**
Open discussions about pre-selected literary works, promoting the habit of reading and the sharing of interpretations.
Related SDG: 4 – Quality education.
- **Valentine’s Day Exhibition**
Thematic showcase of books related to love and relationships, along with inspiring quotes.
Related SDG: 3 – Good health and well-being.
- **Book Exchange**
Participants bring a book and choose another from the table, encouraging the sharing of reading experiences.
Related SDG: 4 – Quality education.
- **Roundtable with Experts**
Open conversations with guest speakers on various topics, fostering dialogue, critical thinking, and interdisciplinarity.
Related SDG: 4 – Quality education.
- **Chess Tournament**
An event focused on developing concentration, focus, and socialization among students.
Related SDG: 3 – Good health and well-being.
- **Creative Writing Workshop**
Hands-on activity to support students in producing academic and narrative texts, exploring writing styles and textual construction.
Related SDG: 4 – Quality education.
- **Pages for Cycles**
Solidarity campaign for book donations in exchange for sanitary pads, destined for the Canta Sapo community, promoting access to reading and menstrual dignity.
Related SDG: 4 – Quality education and 5 – Gender equality.

Internationalization in education

Facens University Center considers Internationalization one of its institutional pillars, alongside Innovation, Entrepreneurship, and Sustainability.

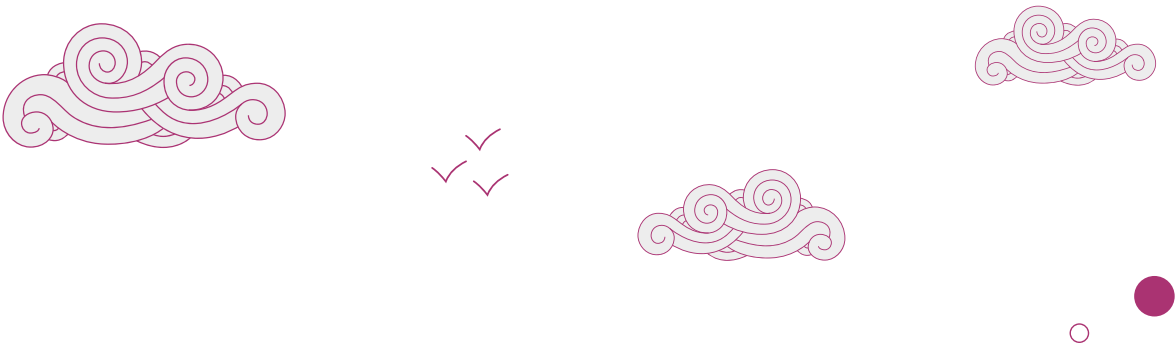
DRI

Founded in 2015, the Department of International Relations (DRI) has the mission of creating opportunities to promote knowledge and leadership in a global context, aiming, among other factors, to foster a global perspective on human challenges in support of values and activities that encourage a responsible, humanistic, and solidarity-driven global citizenship.



In addition to managing study abroad programs, the DRI is also responsible for assessing and ensuring the coherence of international partnerships and initiatives within the institution. This guarantees that the institution’s international level is visible both institutionally and at the student level, promoting not only the exchange of knowledge across borders but, above all, enhancing the excellence of Facens’ teaching. Through this ongoing evaluation, it is possible to produce increasingly robust sustainability reports, reflecting Facens’ commitment to the

SDGs while also strengthening internationalization by ensuring that its partnerships are both active and accessible. Active, because agreements remain valid and operational; accessible, because they provide a greater number of students with concrete opportunities for international experiences on and off campus.



Global Citizen Professional Program

Facens’ mission is to develop professional citizens prepared for life. Among the many commitments to achieving this mission is providing a global perspective—that is, complete campus internationalization—across teaching, citizenship development, and the delivery of increasingly qualified professionals to the job market.

Throughout their undergraduate studies, all students have the opportunity to engage in different activities that directly or indirectly foster internationalization, contributing to the development of technical and intercultural skills, cultural exchange, and, most importantly, the appreciation of knowledge sharing.

All of this is made possible by the integrative role of Facens’ Department of International Relations (DRI) together with Innovation Centers, enabling joint initiatives with international partners based in Asia, the Americas, and Europe.

To enhance the development of their professional résumés, in addition to participating in activities that grant international certificates, students may also receive, upon completion of their undergraduate program and alongside their Facens diploma, the Facens international certificate. This certificate attests to the acquisition of a global perspective—through the record of participation in international activities during their academic journey and proof of foreign language proficiency at level B1 or higher.



Study Abroad Programs



Global Study (sandwich undergraduate program):

a student mobility program at the undergraduate level that enables Facens students to study at partner international institutions, based on international cooperation agreements. In the 2024 call for applications, **61 scholarships** were offered at **11 universities** across **7 countries**. **Fifteen students were approved**, with placements at: Technische Hochschule Ingolstadt (Germany), Universidad Mayor (Chile), Universitat de Lleida (Spain), Universidad Europea de Madrid (Spain), Lawrence Technological University (United States), Università della Calabria (Italy), Università degli Studi di Firenze (Italy), Shibaura Institute of Technology (Japan), Universidade de Aveiro (Portugal), Instituto Politécnico da Guarda (Portugal), and Universidade do Porto (Portugal).



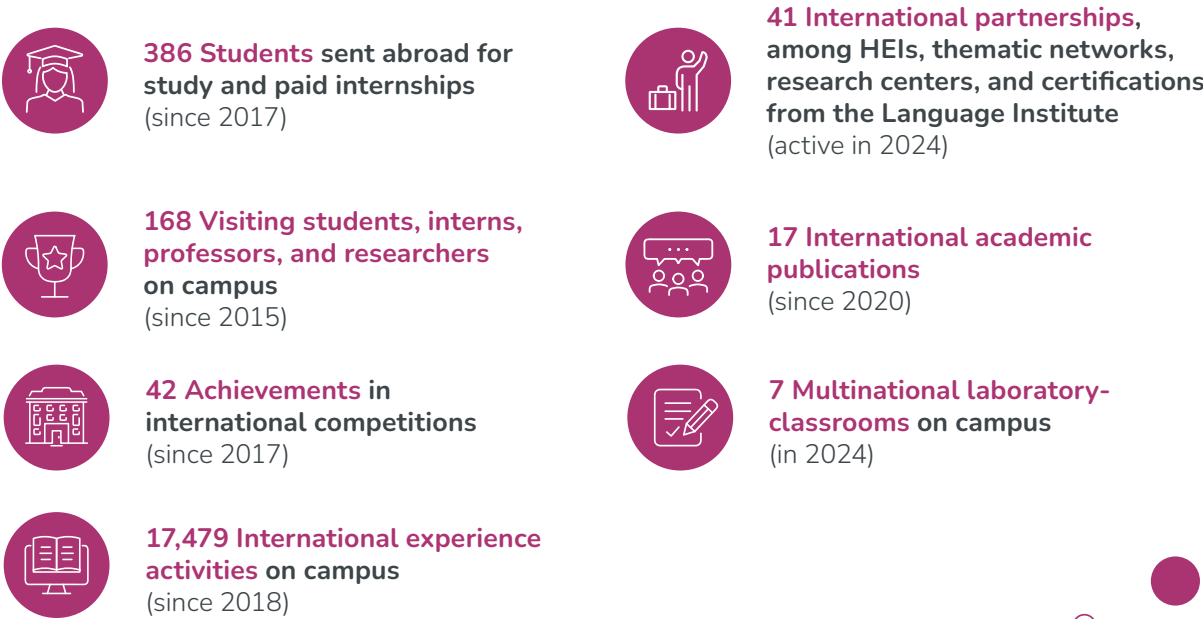
Dual Degree: dual degree agreements allow Facens students to study abroad at partner institutions, with credit validation in both institutions, and graduate with diplomas from Facens and the international partner university. In the 2024 call for applications, the following were included:

For the **Dual Degree at Universitat de Lleida (Spain)**, **15 scholarships** were offered to students in Agronomy Engineering, Computer Engineering, Production Engineering, Electrical Engineering, Mechanical Engineering, and Chemical Engineering, with **two Computer Engineering students approved**.

For the **Dual Degree at Instituto Politécnico da Guarda (Portugal)**, **5 scholarships** were offered to Civil Engineering students, with **two students approved**.



Measurement of Facens’
level of internationalization



Facens Language Institute

Languages offered



- Linguistic and cultural activities offered on campus
- Administration of the TOEFL iBT exam on campus
- Virtual intercultural exchange with China and MOOCs — certified online course (NYTech and U.S. Embassy & Consulate)
- Access to the E-library USA platform
- Free access to the Minato platform (Japanese classes)

TOEFL iBT exam on campus

In 2024, four TOEFL iBT (English proficiency test) sessions were held on campus, with 15 seats available per session and two time slots per test date.

A total of 12 registered candidates took the test, most of whom were external participants from São Paulo, Sorocaba, neighboring cities, and the state’s coastal region.

New Institutional Partnerships

Aspire Institute

Founded in 2017 by Harvard Business School professors, the Aspire Institute is a nonprofit organization created with the mission of unlocking the potential of university students worldwide through a leadership program.

In more than 180 countries, the institute has already impacted over 100,000 people!

With the partnership established between the institutions, Facens students now have free access to the Aspire Leaders Program, a 100% online initiative aimed at training first-generation university students¹ around the world to become leaders and generate local social impact.

1. First-generation students: those whose parents did not complete higher education.



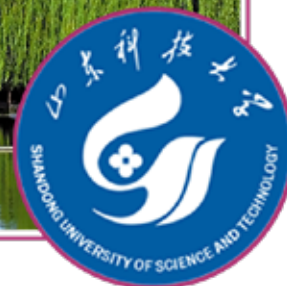
To learn more about the partnership with Aspire, [click here](#):



Shandong University of Science and Technology (SDUST)

SDUST currently has three campuses, located in Qingdao, Tai'an, and Jinan, China. With more than 120 international partners in about 23 different countries, the university welcomes over 100 international students each year and will soon begin hosting Brazilian students — including those from Facens.

To learn more about the partnership with SDUST, [click here](#):



Sustainability research

Scientific research is essential for building a more sustainable, safe, inclusive, and resilient future. In this context, our sustainability research activities provide both theoretical and practical learning environments, challenging our students to develop new and innovative sustainable solutions.



“What is needed now is a revolution in consciousness and action. Scientific research is the foundation for this change, as it provides us with the tools to understand and mitigate the climate crisis.”

- Al Gore



At Facens, all scientific research projects address the United Nations Sustainable Development Goals (SDGs).

Undergraduate theses and Scientific initiation projects

We would like to thank all students and professors who have supported us in the search for solutions to create a more sustainable and fairer world.

In 2024, we carried out **15** Scientific Initiation Projects, **16** Undergraduate Theses, and awarded **13** Scientific Initiation Scholarships granted by Facens University Center.

Undergraduate thesis projects

Potential of green banana biomass in the production of biodegradable packaging and development of anatomical molds

Student: Letícia Fogaça e Silva Santos
Advising Professor: Jéssica Danila Silva
Program: Agronomic Engineering

Application of hydrogen as a substitute for the energy matrix in the aluminum chain

Students: Gabriel Augusto Barbosa Tagliarini, Gabriel de Barros Cruz, Igor da Silva Santos, and Vinícius Tavares Wellichan
Advising Professor: João Guilherme Pereira Vicente
Program: Chemical Engineering



Study on the improvement of rubber manufacturing processes as a means of reducing waste

Students: Beatriz Jambeiro da Paz, Bianca Soares de Oliveira Rocha, and Gabriela Padilha da Silva
Advising Professor: Wilians Cesari Rizzo
Program: Production Engineering

Economic feasibility study of electric cars and photovoltaic systems for app-based drivers

Students: Lucas Capelini Romero de Oliveira, Marcelo Augusto de Freitas Pinto, and Vinícius Martins Monteiro
Advising Professor: Thales Prini Franchi
Program: Electrical Engineering

Educational smart trash bin

Student: Railson Gabriel de Jesus Ramos
Advising Professor: Sidney José Montebeller
Program: Mechatronics Engineering

Carbon market: mapping and potential in agricultural areas of the state of São Paulo

Student: Giovana Mesas Caldeira
Advising Professor: Thaís Guarda Avancini
Program: Agronomic Engineering



Green hydrogen: environmental, economic, and technological perspectives for a sustainable transition

Students: Gabriela Marques and Gustavo Trevelato
Advising Professor: João Guilherme Pereira Vicente
Program: Chemical Engineering

Functional properties of natural actives in cosmetics: study of carrot oil and mango butter

Students: Camila Sgobi de Oliveira, Isabela Miranda de Figueiredo, and Julia Santos Bortolin
Advising Professor: Valeska Soares Aguiar
Program: Chemical Engineering



Device for predictive analysis of defects in wind turbine blades

Student: João Vítor Domingues Milanez
Advising Professor: Sidney José Montebeller
Program: Mechatronics Engineering

Development of sustainable paint through the use of bleaching earth waste from the edible oil industry

Students: Miguel Felipe de Oliveira, Luan Silva Camargo, Luiz Gabriel Ramos Camargo, and Fabio Machado Santos
Advising Professor: Valeska Soares Aguiar
Program: Chemical Engineering



This is just a sample of the many undergraduate thesis projects we have developed on the theme of sustainability. **There were many more! To learn more, visit:**



Mention of SDGs in Undergraduate Thesis Projects (TCC) and Scientific Initiation Projects (IC)



Extension in sustainability

At Facens, university extension and sustainability are interrelated concepts that aim to bring the academic community closer to the social and environmental challenges of society. Through its extension programs, Facens University Center contributes to the promotion of sustainability by sharing its knowledge and resources to address relevant issues in areas such as the environment, economic development, health, among others. Our students and professors have the opportunity to apply their knowledge in practical projects, contributing both to the development of future professionals committed to sustainability and to the sustainable development of our society.



Smart Forests

In its 3rd annual edition in 2024, the Smart Forests project maintained its goal of developing intelligent, high-impact solutions to improve the quality of life and sustainability of forest communities, through challenges launched to six teams formed by 24 students from CESUPA (University Center of the State of Pará) and Facens.



In this edition, the project featured a major innovation: the introduction of **UniFlorestas**, a learning platform with content related to sustainability, bioeconomy, forest belonging, soft and hard skills, among other topics addressed by the project. Its purpose was not only to train the 86 students participating in the initial stages of the project but also to serve as an open-access platform for the community as a whole, aiming to bring even more knowledge on these topics to the public.



To learn more about **UniFlorestas**, visit:



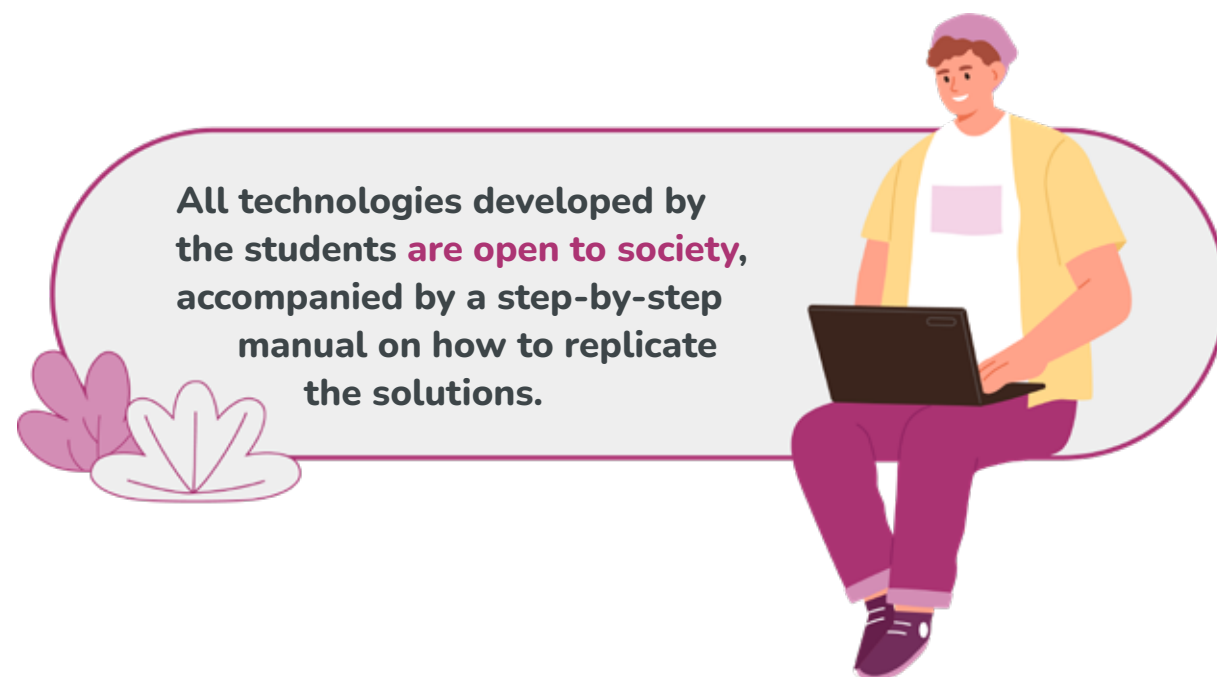
After an immersion process in the platform's content, the finalist students were selected to implement solutions that promoted the bioeconomy in the two biomes where the project takes place: the Amazon and the Atlantic Forest.

In the Atlantic Forest, the Juçara team worked with the artisans of Banarte Fibra, an association of women who use banana fiber to produce handicrafts in the city of Miracatu/SP. The association faced great difficulty in drying the raw material for handicrafts—the banana fibers—since they depended on the climate in an extremely humid region.

The solution delivered was a pair of smart dryers that control internal temperature and humidity and are powered by solar energy. This solution allows the Banarte artisans to dry banana fibers regardless of weather conditions, in larger quantities and in less time, further enhancing income generation in the community.

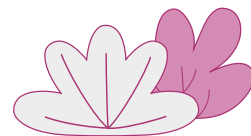
In the Amazon, the Jambu team sought solutions for solid waste on Cotijuba Island, in Belém/PA, in partnership with the Women's Movement of the Islands of Belém (MMIB) and the Cotijuba Island Environmental Work Cooperative (CAIC). The solution delivered was the construction of machinery that facilitated the extraction of coconut fiber—an organic residue widely present on Cotijuba Island—which can be used in different applications. The team also worked with CAIC to introduce a handicraft process using the extracted fiber, enabling the creation of pots, mats, and more. In addition to generating a new source of income, these fibers can also be used as fertilizer, promoting different income-generating opportunities that had not been explored before.

To develop their solutions, the finalist teams received seed funding of R\$13,000.00, considering both the development and replication of the solutions, with the goal of increasing the project's impact on the participating communities.



During the 3rd edition of Smart Forests, the project coordination also worked on replicating the Fruit Harvesting Poles for Tall Trees, the winning solution from the 2nd edition of the project in 2023. This replication consisted of delivering 20 pole-and-lift kits to two communities: Igarapé do Combu and Igarapé do Piriquitaquara, both located on Combu Island in Belém/PA. In this way, it was possible to further expand the impact achieved by the project across its different editions over the years.

Smart Forests 2024 was sponsored by Alcoa, Reservas Votorantim, Veolia, and Munksjö, whose support was fundamental for carrying out the activities.



In this edition, the project also received two recognitions at the QS Reimagine Education Awards, highlighting the relevance of its existence for students, communities, and biodiversity. Learn more in the section Awards and Recognitions.



EcoGinc 2024

EcoGinc is an innovative project that takes place in public high schools in a gamified and collaborative way, where students are organized into teams, with each classroom representing a team, and are guided by volunteer students from various Facens programs. The main goal of EcoGinc is to inspire participants to become agents of change in their lives and communities through practical experiences, as well as to strengthen school dedication, foster sustainable thinking, increase students' confidence and self-esteem, encourage teamwork, develop social skills, and promote citizenship and altruism.

In its 6th edition, we introduced the idea of providing an Emotion Panel (inspired by the movie *Inside Out*) so that students could express themselves during the activities. It also served as a thermometer for the project's organization team to evaluate potential improvements.

For the first time, the event featured a performance by Bateruja Facens (Facens' university drumline), during the closing ceremony.



Ecological Belonging

Facens is the only university in Latin America to participate in the Ecological Belonging research project, developed by Georgetown University—one of the most renowned higher education institutions in the world—and by The Wellbeing Project, a network of more than 400 organizations that promotes a culture of well-being for change agents across different sectors. The purpose is to discuss and establish the field of ecological belonging as an academic activity and theme to be addressed within course curricula, with the support of volunteer students, alongside exchanges of experiences and knowledge with other universities. Nine Facens students participated in the project during 2024, which takes place in periodic meetings for discussions.

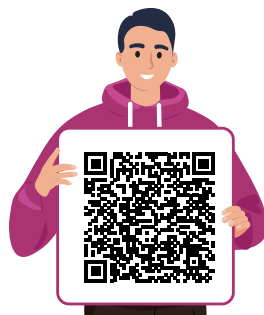
Some of Facens' international partners in the program include: University of Ljubljana, University of Hawai'i at Mānoa, Community Arts Network, MIT Media Lab, ALV, Armonia, Omidyar Network, and Lululemon.



Paralympic Gloves

The Paralympic Gloves project was created in response to a request from Willian Santos, coach of Paralympic athletes at the Vila Gabriel Sports Center (a municipal sports center in Sorocaba). Initially, eight pairs of Paralympic gloves made of ABS and produced on a 3D printer were requested. In partnership with the Facens FabLab, the gloves were designed to improve performance in competitions, replacing the adhesive tapes that athletes were used to using.

The connection, facilitated by the LIS (Social Innovation Lab) at Facens, also aimed to provide greater comfort for the Paralympic athletes, since the gloves can be produced in different sizes when 3D-printed. Initially, three pairs were produced, but the project grew, and more gloves were later delivered to the athletes.



To learn more about the Paralympic Gloves, visit:



Five athletes benefited from the initiative: **Ieda**, 28 years old, who competes professionally and is ranked second in Brazil in the 100m sprint in the T53 class; **Gabriel Henrique Martins**, 12 years old, who won 3rd place at the National School Paralympics in 2023; **Jhonatan da Costa** and **Alice Garcia**, both 11 years old, who competed for the first time in the 60m race at the School Paralympics; and **Isaac Carvalho**, 17 years old, who has been using the gloves for a longer time with excellent performance—currently 3rd place in the Brazilian U20 Championship in the T34 class.

Paralympic Athletics Classes

| Class | Type of Athlete | Physical Characteristics |
|-------|--|---|
| T53 | Wheelchair users with spinal cord injury | Full arm and hand function, impaired trunk. |
| T34 | Wheelchair users with cerebral palsy | Good arm function, limited trunk and leg control. |

Awards in student competitions focused on sustainability and innovation

Facens student wins first place at HackLab FNESP 2024

Vitor Hugo Estefano Barbosa, a student of Systems Analysis and Development at Facens, won first place at HackLab FNESP 2024, an entrepreneurial marathon that brought together 35 students from 26 Higher Education Institutions across the country.

The students, from both on-campus and distance learning programs, were divided into seven teams and had the opportunity to develop innovative solutions for real challenges in Brazilian higher education, presented by Semesp. Vitor was part of one of these teams, IEDA – Inteligência Educacional Adaptativa (Adaptive Educational Intelligence).



Google Summer of Code – RUXAILAB (Remote User Experience Artificial Intelligence Laboratory)

The open-source project coordinated by the Liquid Galaxy Lab was selected to participate as a mentoring organization in the Google Summer of Code 2024 program, a global initiative that connects developers with open-source organizations, enabling collaboration and the development of innovative projects.

To learn more about **RUXAILAB**, visit:



RSM International Challenge 2024

Among more than one thousand competitors and 60 universities, the Omegabotz team—dedicated to competition robotics within LINCE, the Facens Innovation and Student Competitions Lab—won 1st place in Mini Hockey, 3rd place in Pro Hockey, and 3rd place in LEGO Jr. Sumo at the RSM International Challenge 2024, held in Mogi das Cruzes (SP).

To learn more about the **RSM Internacional Challenge**, visit:



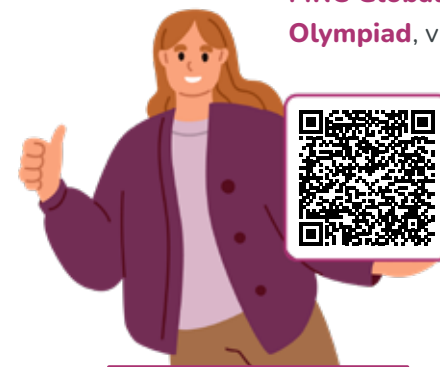
MRC Global Olympiad 2024

Three students stood out at the Minoan Robotports Global Olympiad, held at the Heraklion Arena on the island of Crete, Greece. Frederico Martinelli (Mechatronics Engineering), Henrique Bicudo Paulino da

Silva (Computer Engineering), and Guilherme Felipe Reis Soares (Computer Engineering) ranked 2nd in Roaming (Autonomous Boat), 2nd in Pro Line Follower, and 5th in Autonomous Mini Sumo 500g.

The competition gathered more than 3,500 competitors, 1,412 teams, and over 32 countries were represented.

To learn more about the **MRC Global Olympiad**, visit:



Social Pillar



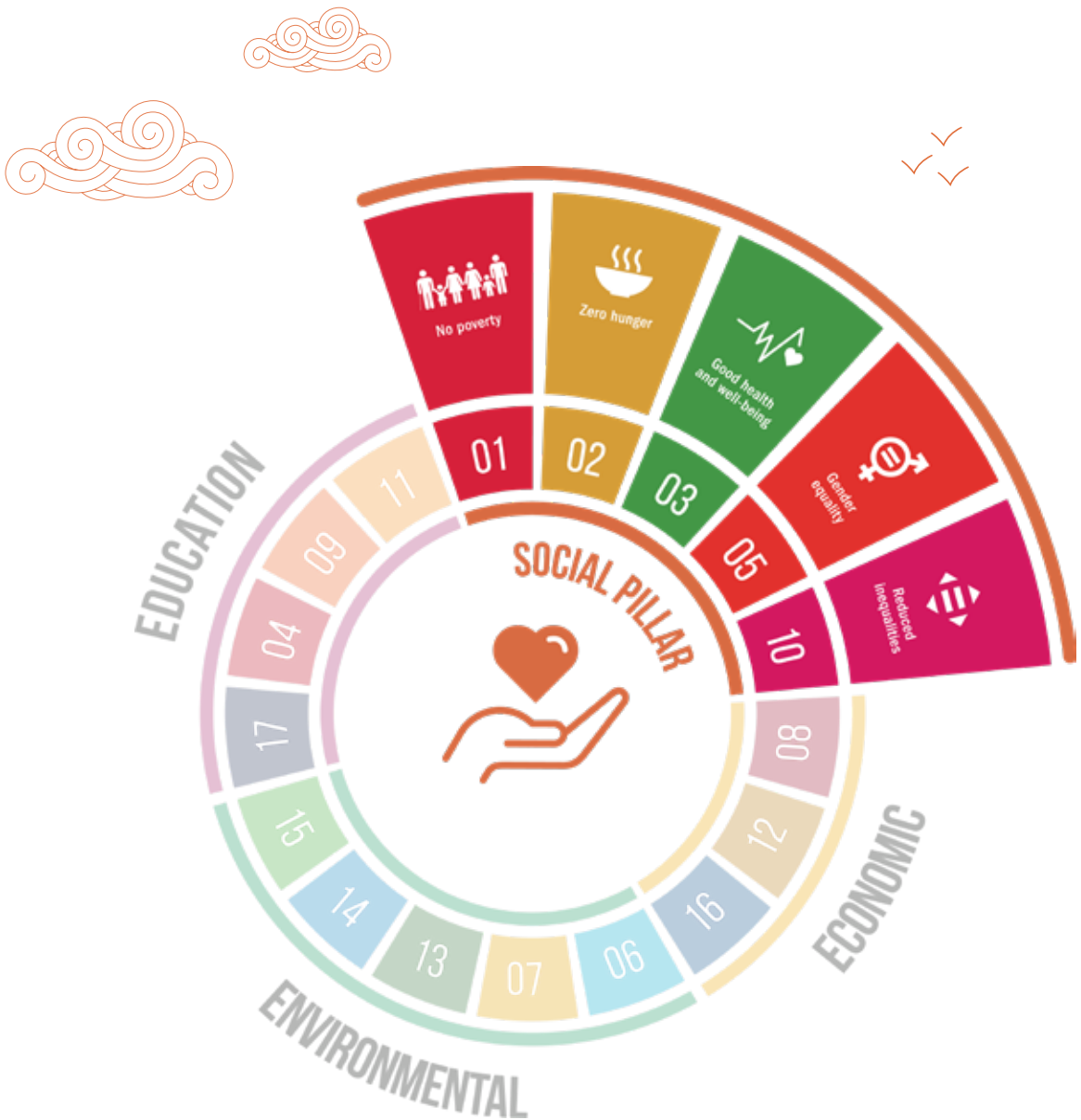
At Facens, we believe that the role of a university is to act as a powerful tool for social transformation—of the individual, both personally and professionally, as well as of all stakeholders involved. We have the responsibility to develop people and professionals who understand the global context and contribute positively to society and the environment. Our social pillar is divided into four areas of focus: **Scholarship policies and facilitated access to education; Health and well-being; Social actions and partnerships; and Gender, race, and diversity equity.** These themes encompass SDGs 1, 2, 3, 5, and 10.



“A university cannot be only a place for the development of technical skills. It must also be a place for the development of critical awareness, solidarity, and alternatives to the dominant model of society.”

- Boaventura de Sousa Santos





Areas of focus:



Impact report

Donations made

- More than **4 tons of food**.
- Over **1 ton of clothing, supplies, water, and hygiene products** directed to Rio Grande do Sul.
- **4,752 units of disposable sanitary pads/underwear** distributed through the Pages for Cycles campaign.
- More than **593 items of clothing, books, stuffed animals, and toys**.
- **Blood Donation Drive** with the participation of 15 staff members and students.
- Causes, initiatives, institutions, and communities supported: **Floods in Rio Grande do Sul, Winter Clothing Campaign by the City of Sorocaba, COLSAN Sorocaba, Instituto Gold, Instituto Kayton, Lar São Vicente de Paulo, Indigenous Community Aldeia Guyra Pepó, Vila Rica Community, Quilombo Cafundó, Canta Sapo Community, Vitória Régia neighborhood, and Dandara Occupation.**



Scholarships



In 2024, we granted:

- **71 students with Philanthropy Scholarships, 57 of them full scholarships.**
- **113 undergraduate scholarships and 103 postgraduate scholarships** offered to our staff.

In addition, we provide different types of discounts: Alumni; Prouni; Enem (10% to 50%); Recruitment; Retention; Partnerships; Postgraduate; Family; Exchange; Transfers; Merit; Course/Shift Migration; Tutoring; Scientific Initiation; Second Degree; and Punctuality.

A total of 2,076 students benefited from one of these discount programs.

Enlace

In 2024, the Emotional Collaboration Lab (Enlace) impacted more than **3,700 students** and **73 professors** in various activities, such as:

- Cultural Immersion in the Indigenous Village Tabapu Reko Ypy
- Neurodivergent Collective
- Support for participation in the University Paralympics
- Alchemists of Well-Being
- Ecological Belonging
- Upcycling Artwork
- World Creativity and Innovation Day
- Enlace Metro

LIS

In 2024, the Social Innovation Lab (LIS) reached nearly **500 students** through institutional, curricular extension, and extracurricular activities related to social impact and sustainability. It promoted initiatives to encourage sustainable teaching practices and provided direct support to **67 professors**.

Some examples of activities:

- Volunteering through the **Pescar project**, **EcoGinc**, and the **Blood Donation Drive**, with the participation of **56 students and staff members**.
- Self-directed activities on topics such as *The Story of Stuff*, *Regulation of Social Media*, *Anthropocene: The Human Era*, and *Menstrual Poverty*, which engaged **255 participating students** in reflection and discussion.



Awareness

Throughout the year, the People & Management team at Facens University Center promoted various internal and external training programs, aimed at technical training, soft skills development, and the creation of multiple opportunities for awareness and reflection. These initiatives encouraged care for employees' quality of life and health, as well as a healthier relationship with the planet.

The following topics related to health and quality of life were addressed:

- White January – Mental health care
- Orange February – Awareness about leukemia
- Healthy weight loss
- Autism Spectrum Disorder
- Respiratory diseases
- Professional Relations – Teamwork and emotional balance
- Yellow September – Suicide prevention
- Breast and prostate cancer prevention actions

Several other sustainability-related awareness initiatives are also promoted by the Facens Sustainability Committee, the Sustainability Department, and various Innovation Centers. Some of these initiatives will be highlighted below.



Health and well-being

Facens University Center promotes several initiatives that encourage a culture of well-being and quality of life on campus, as well as the creation of an inviting environment for staff, students, visitors, and other members of society.

“We live in a world full of challenges that reflects an extremely anxious and increasingly depressive society. Bringing the theme of well-being and mental health into the spotlight is of utmost importance and urgency so that we can have healthy people capable of promoting changes in their lives and in the environments where they live. Facens, as an educational environment, understands the relevance of prioritizing this theme, since its goal is to foster a transformative ecosystem for people and society.”

- Thais Barros Beldi

Hearth Summit São Paulo | Festival of well-being, Art, and Sustainability

The Festival of Well-Being, Art, and Sustainability, held as part of the Hearth Summit São Paulo, brought workshops, experiences, concerts, exhibitions, and a circular economy fair to Facens University Center in September 2024.

The Hearth Summit São Paulo aims to promote knowledge through information, tools, and awareness of the breadth of the well-being

theme and everything it encompasses in areas such as conscious human development, longevity, integrative health, sustainability, ancestry, race, among others.

Event Highlights:

- More than **40 renowned specialists** shared their knowledge in panels, lectures, and workshops
- **19 workshops**
- **13 panels and lectures**
- **404 participants**

To learn more about the Hearth Summit, visit:



Student participation in the Hearth Summit São Paulo

Fifty Architecture and Urbanism students from Facens University Center developed 10 art pieces related to well-being, using the upcycling technique in collaboration with artist Stella Almeida, for exhibition during the Hearth Summit São Paulo and other events. The activity was included within the academic curriculum and involved five faculty members.



Alchemist of the Ritual

Students from Engineering, Psychology, Nursing, Architecture and Urbanism, and Biomedicine became “alchemists” and created four installations that were displayed across the campus (both during the Hearth Summit São Paulo and after the event). The initiative was guided by artist Francine Kliemann, director of Platô Cultural and creator of immersive experiences.

To learn more about the Alchemist of the Ritual project, watch the video:



Awareness actions for staff and faculty

January

In-person lecture on mental health, held as part of the White January campaign, focusing on awareness and care for mental health.

The event took place on January 23, 2024, at the Facens auditorium, and was delivered by Prof. Raquel Barros. The initiative reinforced the importance of caring for mental health from the very beginning of the academic year, taking advantage of the sense of renewal that January usually brings, encouraging reflection, self-awareness, and the promotion of emotional well-being.

May

Lecture “Aspects and Daily Challenges of Autism Spectrum Disorder”, delivered by Prof. Beatriz Rocha. The event took place on May 27 at the Facens auditorium. The goal was to provide an afternoon of learning and reflection on the daily challenges faced by people with ASD. It was a unique opportunity to acquire knowledge and understanding on the topic.

August

The lecture “Professional Relationships: Teamwork and Emotional Balance” took place online on August 22, with guest speaker Adriana Dantas Jordão. The event encouraged reflection on the importance of collaboration in the workplace and the need to care for emotional health in professional relationships.

September

The Yellow September discussion circle was held on September 26 at the Prainha well-being space. With the participation of Raquel Barros and Bruno Marte, the meeting fostered reflections on life and its value, as part of mental health awareness and suicide prevention initiatives.

November

On November 18, 19, 21, and 22, the Pink and Blue buses from the Sorocaba Department of Health were stationed at Facens University Center, offering specialized gynecology and urology care. This initiative was important for promoting prevention, facilitating access to healthcare, encouraging self-care, and strengthening the partnership between Facens and the Department of Health.



Sustainability themes are also constantly present in the daily routine of staff members, fostering awareness and deepening reflection on the challenges faced by society as a whole. Here are some initiatives:

Sustainability in new employee onboarding

The 146 new employees hired throughout 2024 were introduced to the Sustainable Development Goals and presented with the projects, initiatives, and achievements related to the strategic sustainability pillar of Facens University Center.

Lecture: “Climate change: challenges for all”

All staff, students, and the external community had the opportunity to attend a lecture by scientist Dr. Carlos Nobre—an international reference in studies on the Amazon and climate change—at Facens University Center. This was a unique opportunity to broaden the debate on the impacts of global warming and the challenges posed by the climate emergency.



Faculty Connection – Facens Banquet

An activity organized by the Social Innovation Lab (LIS), inspired by the international Hunger Banquet by Oxfam Canada, was carried out during the Faculty Connection event to mark the opening of the 2024 first academic semester.

The goal was to raise faculty awareness about global inequalities, challenging us to understand how our decisions impact other people.



Well-being actions

Facens University Center is committed to expanding the culture of well-being and quality of life in the daily lives of everyone on campus. For this reason, areas such as People & Management, the Facens Library, Enlace, along with other departments and Innovation Centers, have been dedicated to encouraging the use of well-being spaces on various occasions. These initiatives integrate staff and students and invite them to take breaks or moments of decompression.



At the event, LIS conducted an activity in which the 48 participants were divided into groups representing different socioeconomic layers of the world's population. Each group received an unequal amount of resources, such as food and space, in a dynamic that powerfully simulated the reality of unequal resource distribution worldwide. While some participants enjoyed an abundant meal and comfort, others faced precarious conditions and severe restrictions.



New Well-Being Space (by students, for students)

Architecture and Urbanism students designed and executed the project for a new well-being space in the courtyard of Building L.



Social actions and partnerships

Facens University Center continuously seeks to encourage students to develop civic awareness and engagement with the needs of the real world. We offer a range of actions and volunteer programs, connecting classroom learning with practices that inspire social change.

Aiming to also reach stakeholders, we promote initiatives that foster debates, exchanges, and reflections on the ESG agenda, which we consider fundamental for progress in both the market and society.





**Sustaining is not enough,
we must Regenerate.**

Regenerar

In August 2024, we launched Regenerar, a project born from the partnership between Conscious Capitalism Brazil and Facens University Center. Its purpose is to inspire and mobilize leaders toward a regenerative economy, aiming for desirable futures in which business, society, and the planet can thrive together.

The launch took place in São Paulo, at Copastur headquarters, in a provocative, profound, and inspiring morning. The event was marked by rich dialogues and the presence of leaders such as Denise Hills, Tarcila Ursini, Lua Couto, Marcella Zambardino, Edmar Mendoza Bull, Hugo Bethlem, among many others, who honored the occasion and contributed with their own perspectives and practices on regeneration in business.



Regenerar Journey

Regenerar is a course with more than 30 hours of content, distributed across six intensive modules, complementary ebooks, and 28 fully online episodes. It offers a learning journey that goes beyond technical knowledge. In addition to the online course, we designed a path that strengthens engagement, expands awareness, and drives practical actions within companies. For this reason, we offer a learning track that includes lectures, webinars, workshops, and corporate training sessions to guide leaders in their journey toward more regenerative and sustainable models.

In September, we also launched the Regenerar Podcast, featuring guests who delve deeper into topics related to Regeneration, Sustainability, and ESG.

To learn
more about
Regenerar,
visit:



Pescar

The Pescar Project is a social initiative whose main goal is to bring about positive transformation in the lives of young people in situations of social vulnerability, preparing them for the professional world and contributing to their personal and social development.

In 2024, the Social Innovation Lab (LIS) supported another edition of the project carried out by Emerson and Lapônia Volvo, mobilizing 13 volunteers among students and staff from Facens University Center.



For the students participating in Pescar at Lapônia Volvo, the volunteers taught classes on the following topics: Technological Transformations, Innovation, Digital Media, Social Networks, Basic Concepts of Hardware and Software, and Office Package, Tools and Apps, held at the Computer Lab of Facens University Center. For the students of Pescar at Emerson, the topics were related to Sustainability: Conservation and Sustainability, Sustainability Tripod, Global Compact, and Environmental Education; and Communication: The Power of Communication and Verbal and Non-Verbal Communication.

Our Garden, Our Future

The Our Garden, Our Future project, developed through a partnership between the Social Innovation Lab (LIS) and the Agronomic Engineering program, aims to transform extension activities into a continuous practice, creating lasting impact both on the beneficiary institutions and on students' education. In 2024, during the third edition of the project, the beneficiary institution was E.E. Profa. Antônia Lucchesi, where nine Facens University Center students developed and implemented a vegetable garden that benefited 200 school students.



Power Girl

Power Girl is a free training program created through a partnership between the U.S. Embassy and Consulates in Brazil, the Brazil–United States Cultural Center (CCBEU), SEBRAE, and the Facens Entrepreneurship Center (FACE). Its goal is to empower women on their entrepreneurial journey by offering practical tools and specialized support for building solid and sustainable businesses.



In 2024, around 60 women participating in the social programs of Casa da Mulher and the Lugar de Amor e Restauração Association (LuAR) had the opportunity to attend both online and in-person classes of the program.

Opening of the Dental Clinic

The Dental Clinic of Facens University Center opened its doors to provide dental care to the community of the Metropolitan Region of Sorocaba. The clinic will offer access to affordable or free dental treatments through partnerships with the Unified Health System

(SUS), public institutions, NGOs, as well as direct service to the general population.

The Dental Clinic includes 25 fully equipped dental offices, a sterilization room, two X-ray rooms, a decontamination room, digital X-ray equipment, dental laser, vacuum pumps, and an electronic medical records system. Treatments are performed by students of the Dentistry program, always under the supervision and guidance of Facens University Center professors, ensuring a high-level practical experience for students and quality care for patients.



To learn more about the Dental Clinic, visit:



Mátria Amada Festival

Facens University Center supported the festival held at the Usina Cultural Facens. For the 2024 edition, the festival promoted reflections on decoloniality and the relationship of traditional Indigenous and Afro-Brazilian communities with Brazil's diverse biomes.

Several renowned figures participated in the event, including Ailton Krenak, Lia de Itamaracá, and Ana Maria Carvalho. All scheduled activities included accessibility resources such as live Brazilian Sign

Language (Libras) interpretation and accessible audiovisual productions, as well as content transmission with audio description and ticket reservations for inclusion projects in participating cities.



To learn more about the Mátria Amada Festival, visit:



Scholarship policies and facilitated access to education



“Education does not transform the world. Education changes people. People transform the world.”

- Paulo Freire

Facens University Center believes that one of the most powerful and lasting ways to generate impact in people's lives is through education. In 2024, 113 employees benefited from undergraduate scholarships, and 103 from postgraduate scholarships. In addition, we participate in a scholarship program for migrants and refugees in partnership with the NGO Refúgio 343. In 2024, we began offering five undergraduate scholarships. Currently, we have three students enrolled in the programs of Electrical Engineering, Production Engineering, and Technology in Systems Analysis and Development.

Christ Samba, who chose Electrical Engineering, previously lived in Congo, then moved to Niterói (RJ), and since the first semester of 2024 has been living in Sorocaba (SP) to attend classes in person. *“It is a welcoming city, and here we receive all the support we need.”*

This spot represents hope for me, an opportunity to change my life. I strongly believe in the importance of a diploma to enter the job market and seek opportunities in the career I chose. We have great professors, access to modern and well-equipped laboratories, and I know that once I graduate, I will be able to follow my dream,” says the student.

In addition to Christ, Kevine Bibotou, born in Gabon, is living in Sorocaba and studying Production Engineering. Karla Barrios, born in Venezuela, is pursuing a degree in Technology in Systems Analysis and Development through Distance Learning (EAD) and lives with her parents in Curitiba (PR).



The Higher Education Scholarship Program of Refúgio 343 focuses on the inclusion, integration, and retention of refugees and migrants in universities. According to Leonardo Tavares, Operations Coordinator of Refúgio 343: *“This enables their access to better job opportunities and enhances diversity and interculturality in the spaces they occupy. The partnership with Facens made it possible to offer placements in Engineering and Systems Analysis and Development programs. We know that engineering professionals rank first in Brazil’s list of best-paying careers, so we believe that our scholarship recipients will achieve professional success in our country. We thank Facens for this important partnership.”*

To learn more about the partnership with the NGO Refúgio 343, visit:



Testimonial from student Karla:



Karla Alejandra Acosta Barrios, Venezuelan migrant and 3rd-semester student of Technology in Systems Analysis and Development (EAD).

“These first three semesters at Facens have been a transformative experience. From the beginning, I realized that this opportunity would be much more than just studying—it would be an important step toward changing my professional life.”

During this time, I have learned many new things and started to understand more clearly which area of technology truly interests and excites me. This has motivated me to keep learning and striving to grow more and more.

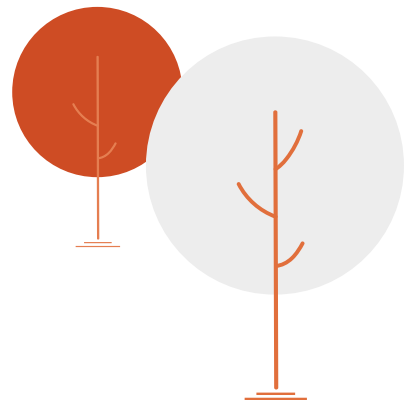
I have met amazing people—professors and friends who have been part of this journey. Studying in such a welcoming environment, with so many dedicated people, makes all the difference.

Refúgio has been a fundamental support throughout this process. The monthly tutoring sessions and the team's willingness to help show how much they care about our progress. Knowing that I am not alone on this path gives me greater security and confidence.

The Canvas platform has also helped me a lot in keeping up with classes and organizing my studies. The Distance Learning (EAD) format has been essential for me, as it allowed me to balance work and college in a practical way.

Honestly, I never imagined I would have access to such high-quality education. This opportunity is changing my reality and making me believe even more in my potential. I am certain that this experience will open many doors, both in my professional and personal life.

Without a doubt, these first semesters were just the beginning of something much greater. I continue with gratitude, determination, and the will to make the most of everything Facens has to offer.



Psychopedagogical Guidance Center (NAP) Services

Welcoming students' needs is essential to ensuring full access to education. For this reason, the Psychopedagogical Guidance Center (NAP) plays a key role in supporting students, minimizing gaps in their academic journey, and opening doors for their future. Between August 2024 and March 2025, 31 students received assistance.



Gender, race, and diversity equity

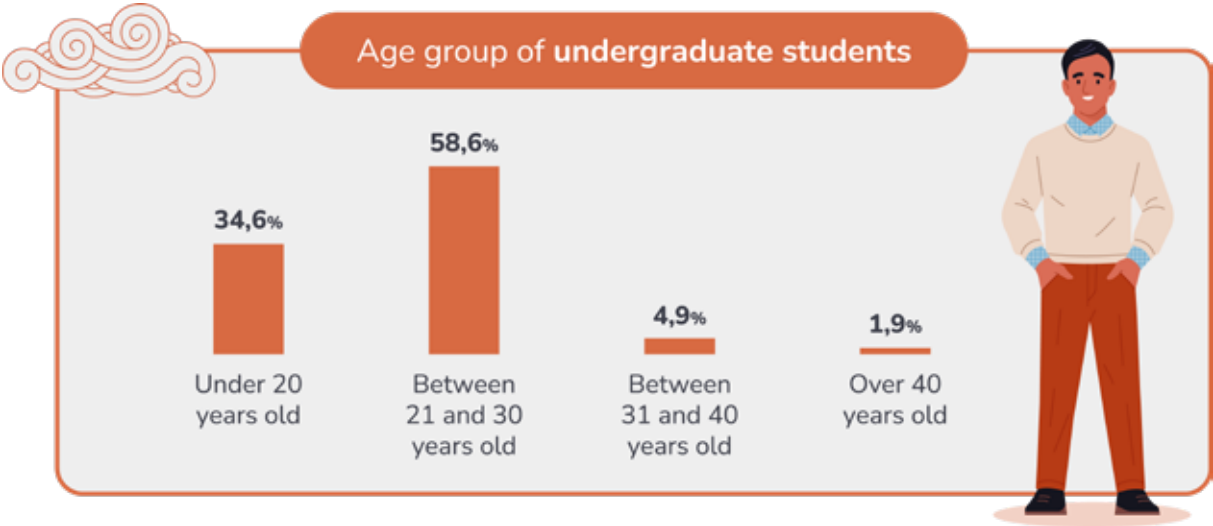
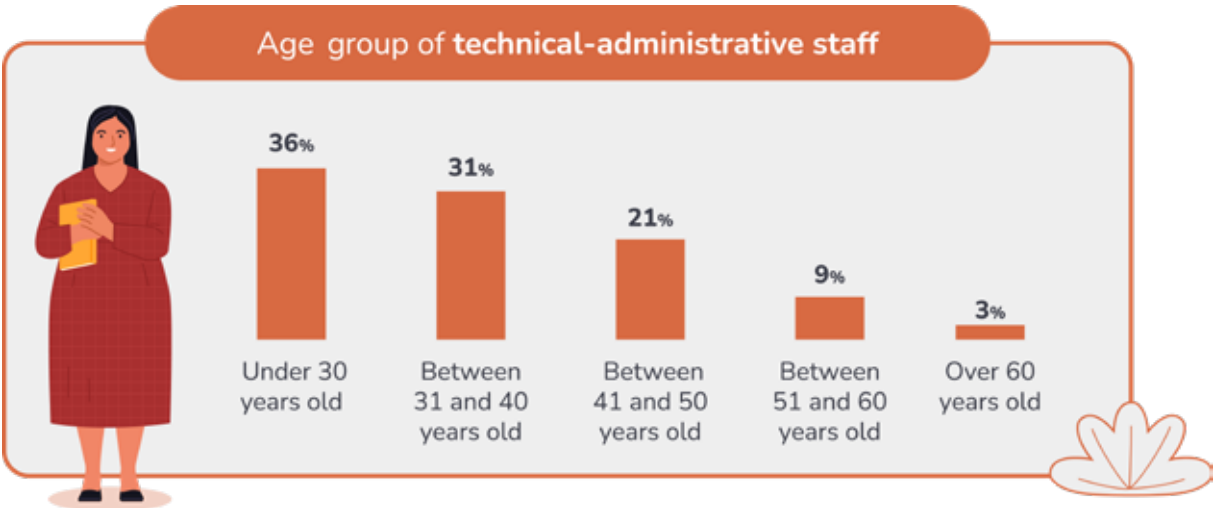
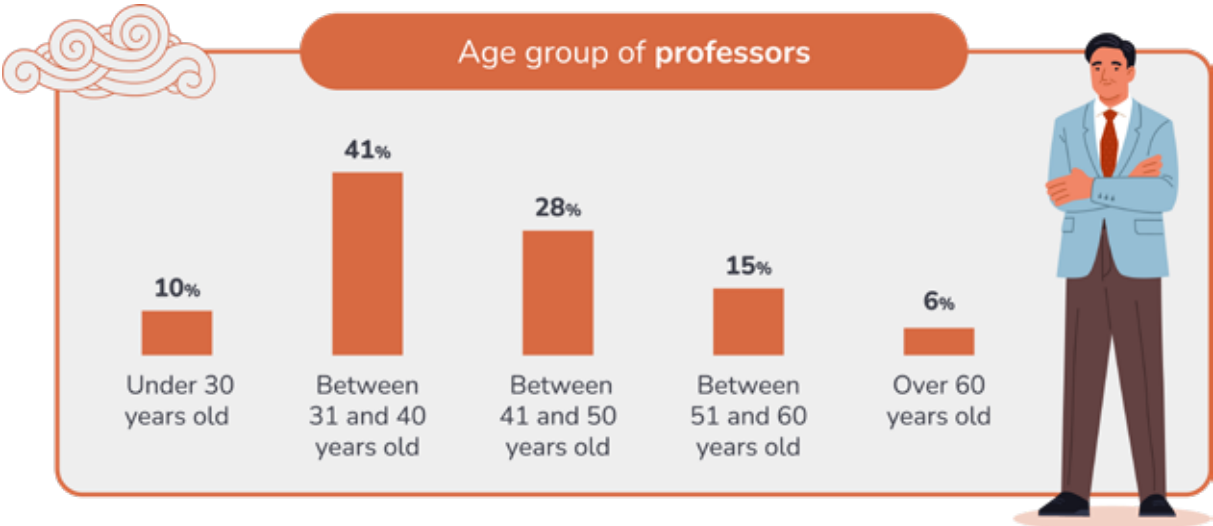
At Facens University Center, we believe in the importance of ensuring equal opportunities for all people—regardless of gender, color, ethnicity, age, sexual orientation, social background, or physical or mental ability. One of our most important commitments is respect for human rights and non-discrimination. For this reason, we are beginning the process of structuring our policy, establishing goals and parameters in the pursuit of equity.

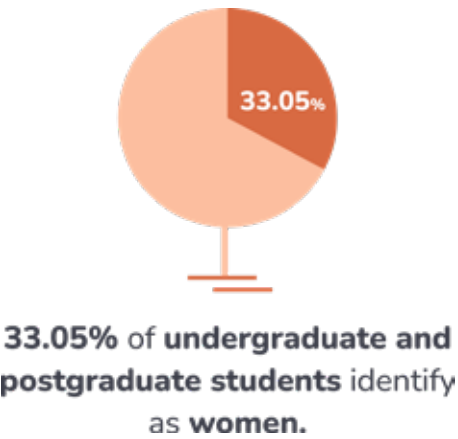
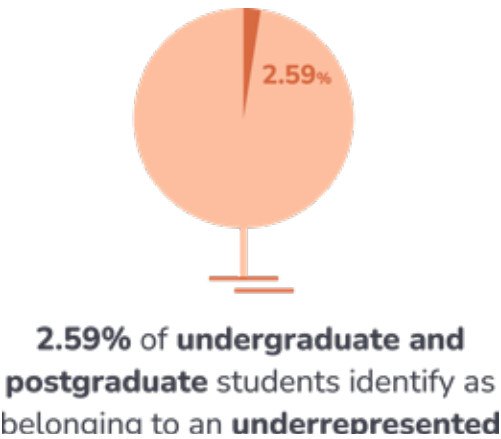
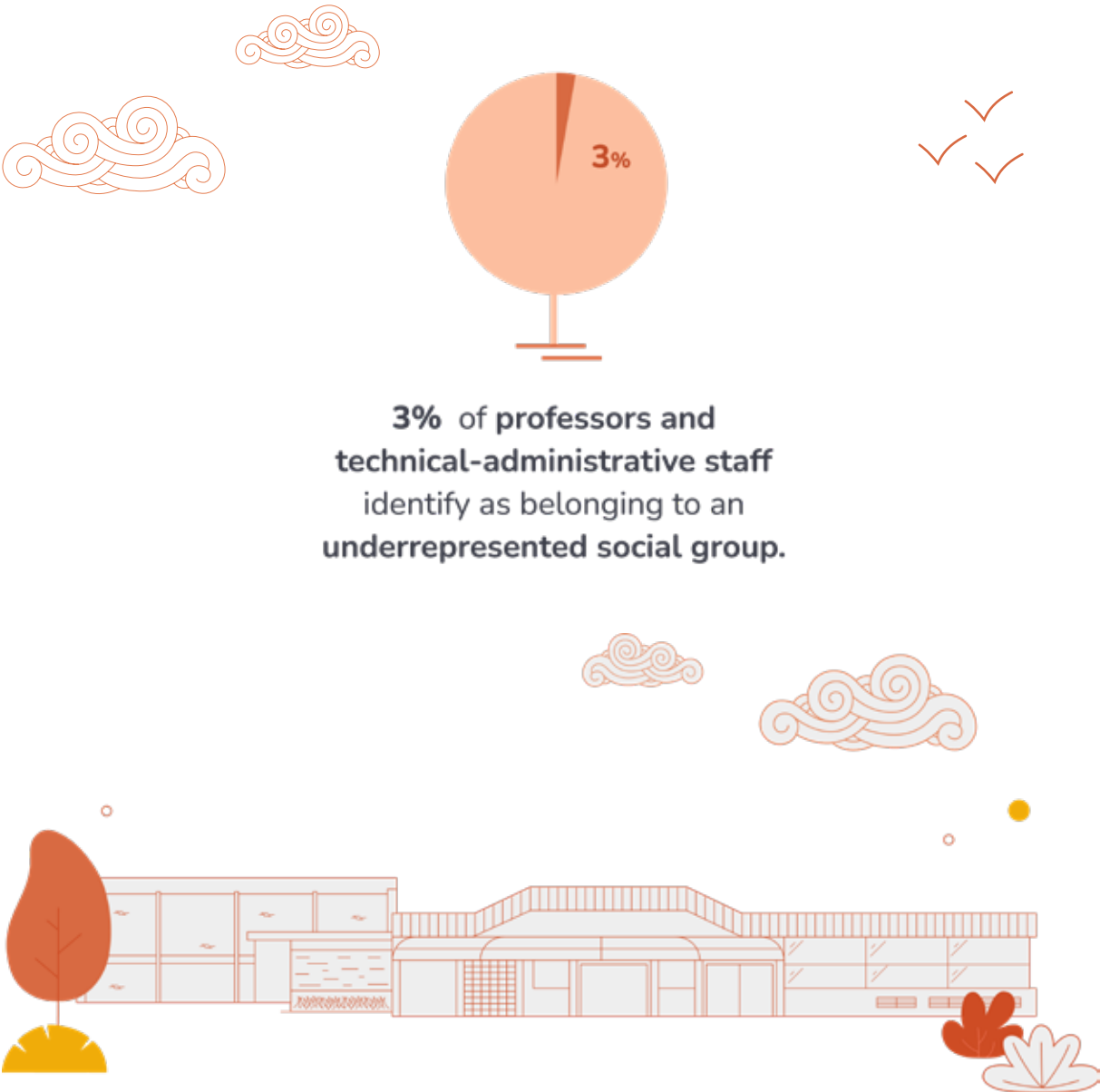
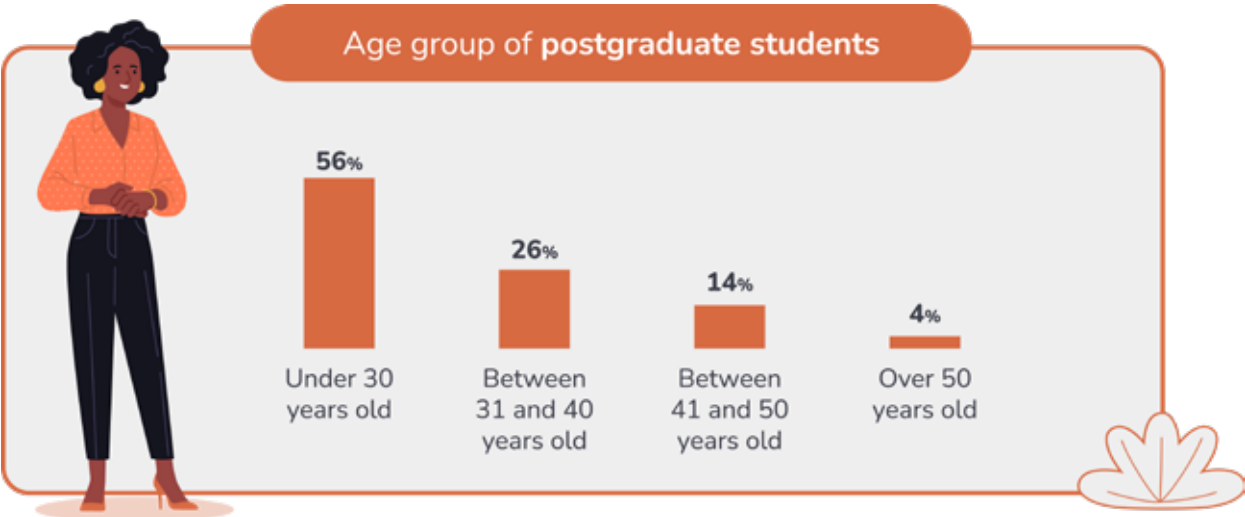
“True diversity is not only about representation but also about inclusion and belonging. Organizations must create environments where everyone feels valued and respected, regardless of their race, gender, or background.”

- Kellie McElhaney

In 2023, during the first Diversity Survey conducted by the People & Management area of Facens University Center, we carried out an internal campaign to publicize the data and reinforced the importance of conditions that improve our quality of life at work.

To learn more about the survey, [watch the video.](#)





Micro-Training in Garden Beds

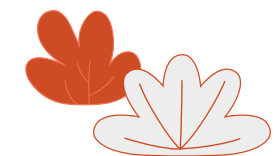
The garden bed course was promoted by the Emotional Collaboration Lab (Enlace) with the aim of addressing the social inclusion of people with mental disabilities in the academic environment, recognizing the importance of creating a more inclusive and accessible educational context.

André, a participant in the project, graduated from high school through CEEJA, has been diagnosed with a mental disorder, and is a former resident of a psychiatric hospital. He currently lives in a therapeutic residence. With a passion for gardening and a desire to enter university, André found in the garden bed course an opportunity to pursue his educational and personal goals.



This project highlighted the importance of inclusive initiatives that not only develop practical skills but also contribute to building a more diverse, inclusive, and welcoming university environment.

The evaluation of the project's effectiveness involved various validation metrics. André's consistent participation demonstrated his commitment, while his practical progress in gardening throughout the course highlighted significant development. Positive feedback from the academic community and André's personal accounts reflected increased awareness of social inclusion, also evidencing positive impacts on his quality of life. These results confirm that the project met its goals of raising awareness within the academic community about the importance of inclusive education and valuing diversity.



Neurodivergent Collective

The Emotional Collaboration Lab (Enlace) supported the initiative of Nicole, a 1st-semester Architecture and Urbanism student, to create a Neurodivergent Collective at Facens University Center. The collective's goals are to provide a safe space for support and to develop strategies to assist educators in facilitating the learning process.

The initiative involved Enlace staff, the People & Management team, Psychology faculty, and students from Psychology, Architecture, Biomedicine, and the Mental Health specialization program.

Economic Pillar



The Economic Pillar is essential to helping build a strong and stable economy that ensures financial, social, and environmental benefits for both current and future generations. This pillar focuses on the efficient use of resources, establishing governance based on sustainable practices across all areas of the organization, while creating job opportunities and fostering local development. In addition, it must always remain connected to the other two pillars of sustainability—the social and the environmental—since together they are fundamental to achieving a more balanced future for the entire population. Facens University Center is a non-profit association, which means that all profits are reinvested in the institution itself, enabling agile and continuous development.

Our Economic Pillar is divided into four areas of focus: **Governance**; **Student Enrollment and Retention**; **Employability and Career Opportunities**; and **Market Integration**. These themes primarily encompass SDGs 8, 12, and 16.



Areas of focus:

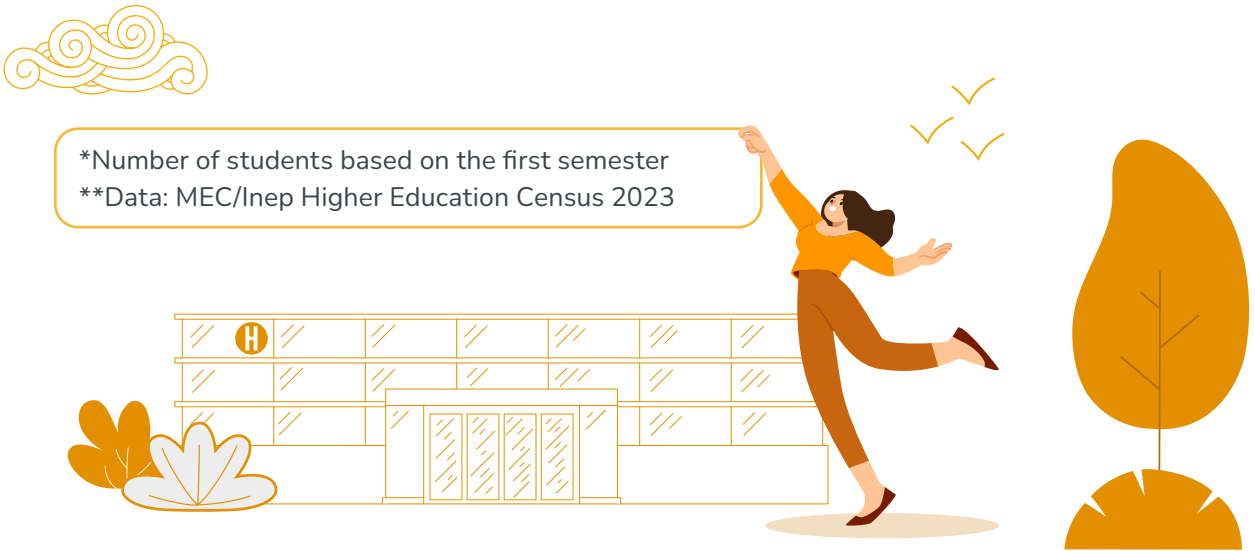
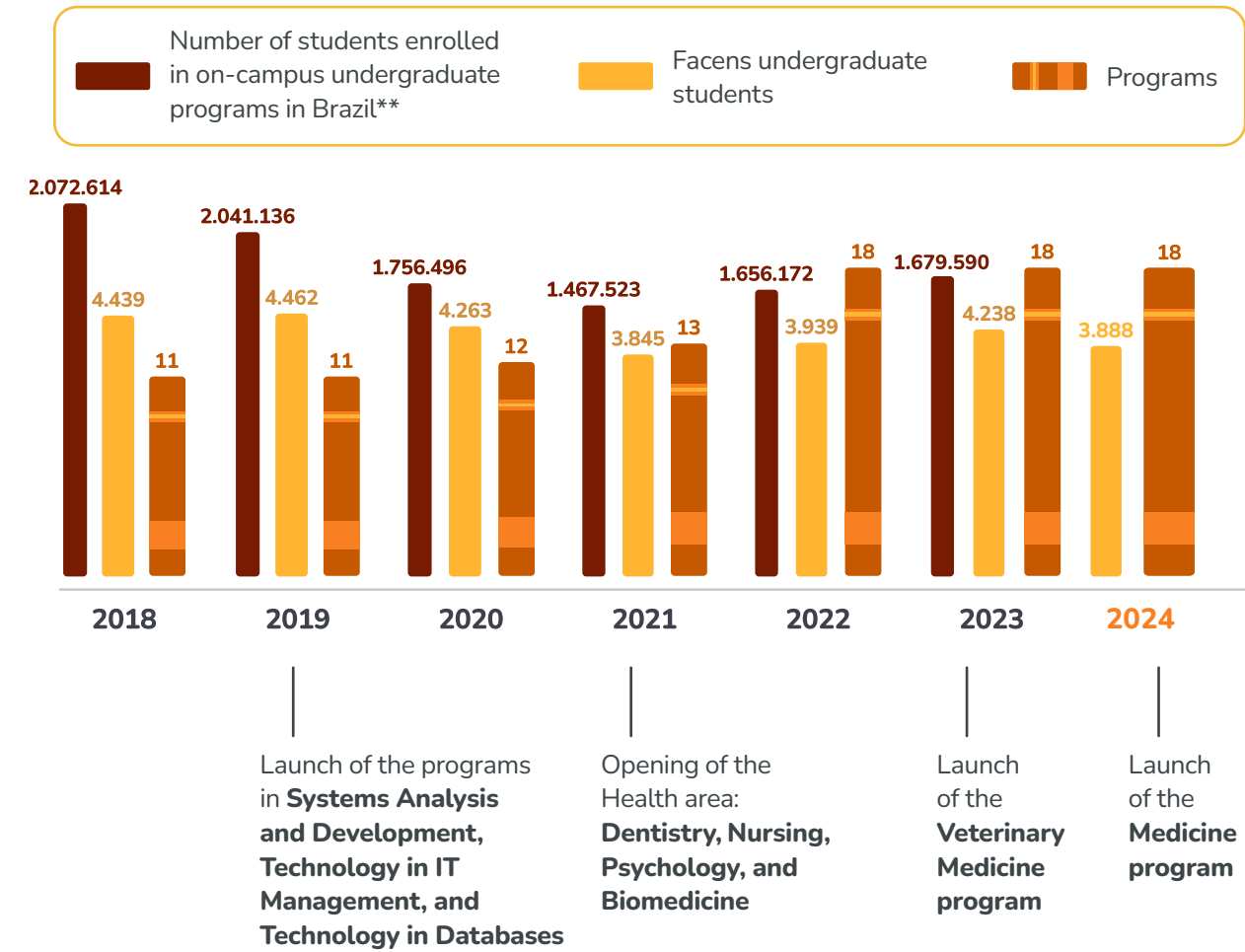
Governance

Student Enrollment and Retention

Market Integration

Employability and Career Opportunities

Growth in the number of undergraduate students at Facens in recent years*



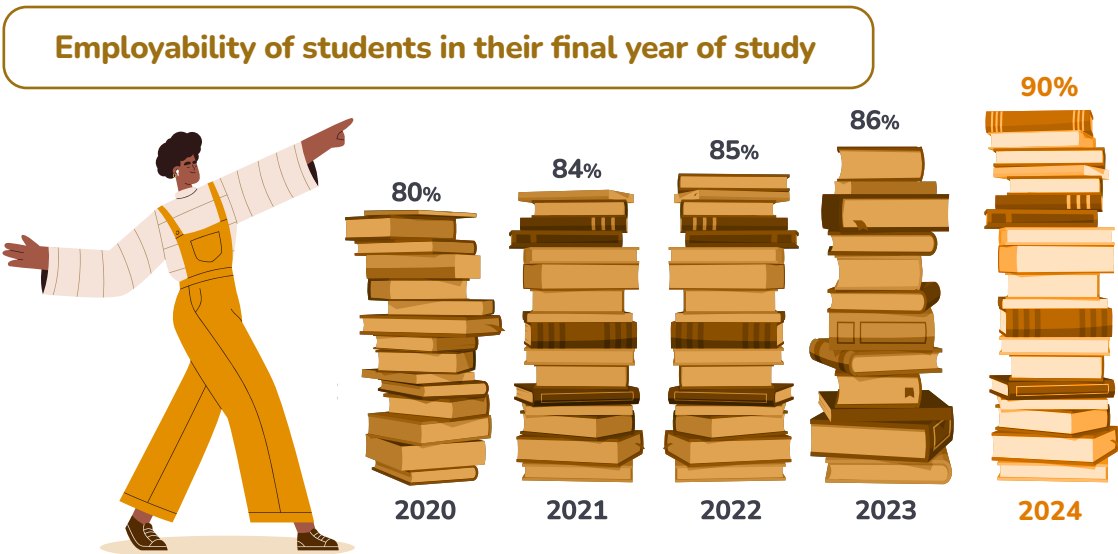
Governance

- **Over 80 hours** of Sustainability Committee meetings
- **18 members** participated in the Sustainability Committee
- **11 departments and Innovation Centers** had representatives on the Sustainability Committee

Student enrollment and retention

- Student retention rate of **94.7%** between **2021** and **2024**.
- **1,471 participations of students and alumni** in Employability and Career activities in 2024.
- **31 events** connected to employability and career development.
- **12,193 students and alumni** registered on the Facens Career Office job platform.
- **6,638 companies registered** on the Career Platform.

Employability and Career Opportunities



Alumni

- **1,642 members** in 2024.
- **685 members** in the Acontece Alumni Facens Community.
- **1,230 Instagram followers** with a reach of 4,200.
- **561 in-person interactions** in activities promoted by Alumni.

Governance

Governance allows us to implement policies, actions, and processes that ensure the sustainability of our organization while addressing the needs of present and future generations. In addition, good governance must involve multiple stakeholders—including professors, staff, students, and the entire community—focusing on transparency, accountability, and responsibility.

At Facens University Center, we have a Sustainability Committee composed of representatives from different areas, which meets biweekly to plan, implement, and monitor initiatives based on the four sustainability pillars, while also ensuring this perspective is embedded across all our actions.



Ana Carolina Camargo – **Academic**
Ana Paula Leite – **Sustainability**
Ântoni Romitti – **FabLab**
Arnaldo Prado – **Sustainability**
Caio Henrique Gomes – **Academic**
Eliane da Rocha – **Library**
Eliney Sabino – **Academic**
Elis Marina A. G. Nunes – **Marketing**
Fabiana Fabri Soares – **People & Management**
Felipe Fengler – **Academic**
Felipe Pacheco – **FabLab**

Giovanna Brígite – **Academic**
Ireci Rodrigues – **LIS**
Mabel Oliveira – **Sustainability**
Michele Leite – **Processes & Quality**
Rodrigo Gigante – **Academic**
Sara Arruda – **Enlace**
Sarita Carvalho – **ED+ Content Hub**
Tamara Nanni – **LIS**
Vitor Belota – **Sustainability & Innovative Education**

UI GreenMetric Workshop

In June, members of the Facens Sustainability Committee, focused on GreenMetric initiatives, participated in “The 7th National Workshop on UI GreenMetric for Universities in Brazil: Building a Sustainable University” at the Institute of Energy and Environment (IEE), University City – Butantã Campus, São Paulo/SP.



To learn more about the annual GreenMetric workshop, visit:



5th Facens Meeting: Education for a Sustainable Future

Since 2019, Facens University Center has promoted its annual sustainability event through the Sustainability Committee, in celebration of the anniversary of the 2030 Agenda. At the “5th Facens Meeting: Education for a Sustainable Future,” all staff members were invited to learn about the 2023 Sustainability Report, highlighting the institution’s progress and commitments. On this occasion, we also celebrated the opening of applications for the Facens Sustainable Educator Award, which recognizes faculty members who are making a difference in environmental education.



A tribute was also paid to Professor Ana Carolina Camargo Francisco, who has been a fundamental pillar in the Facens Sustainability Committee and in the institution’s GreenMetric achievements.

To learn more about the 5th Facens Meeting, visit:



The event also featured a powerful speech about Regenerar, an innovative program designed to support the transition toward a more sustainable and regenerative economy and culture. Employees of Facens University Center have the opportunity to access Regenerar, free of charge, directly through the Corporate University (UniFacens).

Student enrollment and retention

At Facens University Center, we carry out many initiatives to enhance the student experience, keep them engaged, and ensure that our educational model prepares each of them for today's global challenges. Among these, we highlight:

Zero Month

The month prior to the start of classes is dedicated to Facens freshmen as well as candidates who took the entrance exam that year but have not yet enrolled. During this period, students participate in review sessions of core subjects that will be covered in their respective courses, along with many integration activities.



UP! Facens

A special moment that is part of the welcome program is UP! Facens, an event organized to help students prepare for university life by integrating with upperclassmen and the Facens community at large. On this occasion, students have the opportunity to attend lectures, participate in group activities, and engage in campus experiences, in addition to taking part in UP! Solidário—an initiative focused on supporting institutions and causes relevant to the city. This provides a meaningful first contact with the culture of generosity widely fostered through various actions at Facens University Center.



Internationalization and dual degrees

Facens University Center has international partnerships with various educational institutions around the world, providing students with opportunities both on and off campus. These include exclusive exchange programs with scholarship processes, dual degree options, and internship opportunities abroad.



Innovation Centers

Facens University Center has **10 Innovation Centers** in the following areas: Games, Apps, Augmented and Virtual Reality, Metaverse and Blockchain (LIGA); Smart City Solutions; Digital Content Production (ED+ Content Hub); Social Innovation (LIS); Digital Fabrication Laboratory (FabLab); Artificial Intelligence; Hardware, Software, and Firmware Product and System Development; Entrepreneurship and Open Innovation (FACE); Well-being and Quality of Life (Enlace); and Student Competitions (LINCE).

Events

Throughout the year, many events are held to provide updates, experiences, contact with companies, projects, and exhibitions.

Examples include Plugins Carreiras e Mercado and Inovação e Competições, freshmen welcoming activities, lectures, seminars, talks, and panel discussions, among others.

Career office

Facens students are offered internship and full-time job opportunities, along with support that ranges from how to build a résumé to how to present themselves in an interview, with actions and tools focused on entering the job market.

Tutoring program

Students who face difficulties in certain subjects can seek support from peer tutors, who provide assistance with academic activities.



Psychopedagogical support


Students have access to psychopedagogical support to assist with their studies, learning difficulties, and issues that may affect their academic performance.

Alumni


The Alumni Project plays an important role in maintaining connections with our graduates and fostering meaningful interactions between them, current students, and the institution.

I graduated, now what?


We launched a new talk show on Facens Play, the official YouTube channel of Facens University Center. In this program, we interview Facens alumni who share their experiences and professional journeys after graduation. In the first semester of 2024, we had the pleasure of speaking with Denni Arakawa, Alison Iared, Anderson Torres, and Mayla Cruz. The talk show provides insights into the stories of our graduates and how they have developed their careers after completing their degrees.




Episode 01
Alisson Iared
Production Engineering



Episode 02
Denni Arakawa
Mechanical Engineering




Episode 03
Anderson Torres
Electrical Engineering



Episode 04
Mayla Cruz
Civil Engineering

To watch these stories, access this playlist:



Market integration & Employability and career opportunities

Facens University Center has always had, at its core, the commitment to preparing students for the job market, since we were founded with the vision of integrating academia and industry. We believe our students should not only be able to meet the expectations of companies but exceed them, offering innovative knowledge along with entrepreneurial and sustainable attitudes.

In 2002, we created the Sorocaba Institute for Research and Advanced Studies (Ipeas), which later, in 2017, became IP Facens—our bridge to the market, providing research services, material testing, and the development of technological solutions. Among our more than 650 partners are companies such as Veolia, Huawei, Emerson, Flex, ABB, Claro, Ericsson, Balluff, JCB, CNH, Lanxess, Lenovo, Prysmian, ZF, Grupo Splice, Trinasolar, and CPFL.



Technical Specialization – CPFL Substation Training School

The inaugural class of the Technical Specialization – CPFL Substation Training School, a partnership between CPFL and Facens University Center, took place in June 2024.

The program includes training in Regulatory Standards as well as specific knowledge in Telecommunications, Substations, and High-Voltage Equipment Protection and Automation.

This training is also an integral part of the strategic plan of CPFL Energia's Subtransmission Operations Management for Piratininga and Santa Cruz (DJT). It is offered in the control-room classroom installed at Facens University Center, fully equipped for practical simulations that provide immersive and realistic learning, replicating all the features of a real substation control room. In September, certificates were awarded to 15 professionals from the first class.



To learn more about the certification ceremony of the first class, visit:



Germany Day at Facens brings together education and industry to discuss Green Hydrogen

As part of the celebrations of the 200th anniversary of German immigration to Brazil, Facens hosted Germany Day. The event featured lectures addressing one of the greatest innovations in the clean energy sector: Green Hydrogen.



The event was organized by the International Relations Department (DRI Facens) and the Facens Research Institute, in partnership with the Brazil-Germany Engineers Association (VDI).

The goal was to connect the education sector and industry to discuss the challenges and opportunities of this new sustainable trend in the automotive sector.

UN Global Compact

In 2022, Facens University Center became the first Higher Education institution in the Sorocaba region to sign the United Nations (UN) Global Compact in Brazil, an initiative that mobilizes organizations to adopt and promote, within their business practices, the ten universally accepted principles in the areas of human rights, labor, environment, and anti-corruption.



Launched in 2000, the Global Compact guides and supports the global business community in advancing the UN’s goals and values through responsible corporate practices. With the creation of the Sustainable Development Goals (SDGs), it also became part of its mission to engage the private sector in this agenda. Today, with more than 16,000 companies and nearly 4,000 non-business organizations, distributed across 70 local networks (covering almost 170 countries), it is the world’s largest corporate sustainability initiative.

By joining the Global Compact, Facens commits to annually reporting its progress regarding the ten principles.

Principles of the Global Compact

Human Rights

Support and respect the protection of internationally proclaimed human rights

Ensure non-complicity in human rights abuses

Uphold the freedom of association and the effective recognition of the right to collective bargaining

Labor Rights

Eliminate all forms of forced and compulsory labor

Effectively abolish child labor

Eliminate discrimination in employment

Environment

Support a precautionary approach to environmental challenges

Undertake initiatives to promote greater environmental responsibility

Encourage the development and diffusion of environmentally friendly technologies

Anti-Corruption

Work against corruption in all its forms, including extortion and bribery



Awards and Recognitions

Awards and Recognitions

Throughout 2024, Facens University Center received several awards and recognitions, both as an institution and through the achievements of its professionals. Below, we highlight the main institutional honors and those related to the Sustainability Pillars.



Facens recognized as the most sustainable private university in Brazil

Facens University Center reached another important milestone in its journey: it was once again recognized as the most sustainable private university in Brazil, according to the 2024 UI GreenMetric ranking. On both global and regional scales, the results are also impressive:

- 29th place in Latin America
- 6th place among all Brazilian universities
- Ranked among the top 12% most sustainable universities in the world

In addition, Facens stood out in the Energy and Climate Change category, achieving 1st place in Brazil and 6th place in Latin America, confirming its leadership in initiatives focused on reducing carbon emissions, improving energy efficiency, and combating climate change.



To learn more about the 2024 UI GreenMetric Award, visit:



Smart Forests wins the top prize at the QS Reimagine Education Awards and gold in the Sustainability in Education Action Category

The Smart Forests project, which connects university students from different fields to develop sustainable solutions that directly benefit communities in the Atlantic Forest and Amazon, has been internationally recognized in recent years. In 2024, during its second participation in the QS Reimagine Education Awards, the initiative earned the highest honor, the Global Education Award 2024, as well as the Gold Award in the Sustainability in Education Action category. The award ceremony took place in London, United Kingdom, with Vitor Belota, Head of Sustainability and Innovative Education, representing Facens.

The award received 1,300 submissions from universities in 90 countries, across more than 18 categories, and honors pioneers in the education sector by fostering a community of innovators committed to redesigning learning and future job opportunities for the next generations. The category won by Facens celebrates projects that have actively

implemented sustainability education, inspiring tangible change through community partnerships, advocacy, and the promotion of a sustainable future.



Click here to watch the mini-documentary that showcases the entire Smart Forests journey and learn more about the award.

Metrô Enlace wins in the Next Generational Learning and Skills Category at the 2024 Green Gown Awards

The 2024 Green Gown Awards, endorsed by the UN Environment Programme, recognized the Metrô Enlace project from the Emotional Collaboration Laboratory (Enlace) at Facens University Center. The project was highlighted alongside universities from the United Kingdom and Singapore as a benchmark in practices that positively impact future generations.

In addition to Enlace, the Social Innovation Laboratory (LIS) and the Smart Forests project at Facens University Center have also received recognitions in 2020, 2021, and 2023.

To learn more about the 2024 Green Gown Award, visit:



Facens achieves top score of 5 from MEC

In 2024, Facens University Center was reaccredited with a score of 5—the highest rating an institution can achieve—from the Brazilian Ministry of Education (MEC).



The Nursing and Biomedicine programs also received the maximum score of 5 in their official course recognition evaluations by MEC in 2024. Both programs, which welcomed their first cohorts in the first semester of 2022, are already standing out for the excellence demonstrated by their students in external practice fields.

To learn more about the MEC evaluation, visit:



Quero | Estadão Guide

In the 2024 evaluation, Facens earned new stars in the *Quero | Estadão College Guide* and now totals more than **230 stars** overall!

To learn more about the *Quero | Estadão* rating, visit:



Best courses in Sorocaba:

Grid of 9 'GUIA QUERO | ESTADÃO DA FACULDADE' certificates for 2024, all with 5-star ratings:

- Análise e Desenvolvimento de Sistemas (Tecnológico)
- Engenharia Civil (Bacharelado)
- Engenharia de Computação (Bacharelado)
- Engenharia de Produção (Bacharelado)
- Engenharia Elétrica (Bacharelado)
- Engenharia Mecânica (Bacharelado)
- Engenharia Mecatrônica (Bacharelado)
- Engenharia Química (Bacharelado)
- Jogos Digitais (Tecnológico)

Award at the Fab City Awards 2024 for Best Technology with the Smart Campus® Facens project

Each year, the Fab City Awards honors initiatives and projects that develop creative solutions for the most pressing urban and rural challenges. Facens University Center was awarded in the Best Technologies category with the Smart Campus® Facens project.

The Smart Campus® Facens serves as a living lab for the implementation of Smart and Sustainable City concepts. The intelligent campus integrates a variety of emerging technologies and sustainable practices, establishing itself as the first Smart City sandbox in Brazil.

To learn more about the
2024 Fab City Awards,
visit:



Facens receives the “Socially Responsible Institution Seal” 2023/2024

In the 19th edition of the Social Responsibility in Private Higher Education Campaign, organized by ABMES (Brazilian Association of Private Higher Education Institutions), Facens was awarded the “Socially Responsible Institution Seal” for 2023/2024.

RESPONSABILIDADE SOCIAL DAS IES



certificação  **ABMES**

This certification aims to demonstrate to society that the institution actively promotes initiatives focused on social well-being and the sustainable development of the community in which it operates.

To learn more about
the Socially Responsible
Institution Seal, visit:



ED+ Content Hub



**A content hub,
an innovation center,
a creative studio.**

In a digital world dominated by information, connectivity, and constant change, **ED+ Content Hub** emerges as a restless and highly curious mind. We explore creative processes, technologies, and formats, all with one purpose: to deliver learning and communication solutions that truly impact people's lives.

Since 2019, ED+ has prioritized creativity and innovation as fundamental characteristics of its development process. Each project brings us a new challenge and inspires us to create in different ways. That is why we live creative processes intensely and are voracious consumers of digital culture. We love listening, learning, collaborating, and experimenting.



The identity of our partners is an essential part of our projects. We involve them from the very beginning in our creative culture, and this is how we deliver innovative, creative, and effective solutions and experiences.

Currently, ED+ operates in four creative segments: **EdTech**, **Publishing**, **Audiovisual Production**, and **Creative Studio**.



You now hold the fourth edition of the Sustainability Report, conceived and produced by ED+ Content Hub in partnership with the Sustainability Department at Facens. This work reflects our essence and our commitment to being creative and innovative in every new project.

Learn more
about **ED+**
Content Hub:



FACENS SUSTAINABILITY REPORT 2024

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