THE CONTRIBUTION OF THE CORPORATE UNIVERSITY IN THE DISSEMINATION OF SOCIAL RESPONSIBILITY

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ABSTRACT

This study aims to identify ways in which the corporate university can contribute to the promotion of social responsibility in the work environment. It is a survey in an oil and gas company located in several Brazilian states, based on qualitative research to capture employees' perception of social responsibility. The results demonstrated the importance of the corporate university in promoting social responsibility as an added value to the company's business. From the results of this study, it is expected to stimulate the reduction of the gap between speech and practice.

Keywords: Education; social responsibility; development

1. INTRODUCTION

The corporate university (CU) emerges in the midst of changes in the world of work to meet the demands of the business, through the constant evolution of knowledge transfer to stakeholders, and the demands of the business itself (Giuri et al., 2019). It is usually linked to management and acts in the process of empowering leaderships, which enables the self-engagement of managers and extends the learning process in new work methodologies.

Thus, analyzing the role of the CU in the process of internalizing the values of social responsibility as an added value to the employee and the business of the company is important (Bavik, 2019). The university, as an opinion maker, can act as a means of disseminating social responsibility as a value for the development of citizenship, contributing to the sustainability of the company's business, improving the quality of life and preserving the environment.

The socially responsible company needs to be an agent of change from its internal public, enabling dialogue with the organizational culture, and therefore add value and competitive advantage to the company's business. It means that social responsibility will not be broad and full as long as it is not absorbed in the practices of the individuals who work in and with the company that undertakes this posture (Leandro; Rebelo, 2011).

Being socially responsible, according to Ashley (2005), goes beyond supporting a social project in a voluntary way. It means adopting a posture, a behavior and actions that promote the welfare of the internal and external public, indicating the commitment and engagement with society.

The modern organization has management policies that favor, attract, maintain and develop a professional capable of learning and sharing knowledge, thus giving rise to the CU as an alternative to traditional training (Santos et al., 2012).

The data were collected to identify the corporate perception of social responsibility, so that the CU can seek ways to promote the dissemination and strengthening of the culture of social responsibility in the company.

With the data collected, it is hoped to reach a proposal of the best way to internalize this concept, analyze and instrumentalize forms of application for decision making together with stakeholders, in view of the necessary presence of social responsibility in the economic and social development of the country.

2. LITERATURE REVIEW

The CU is not such a recent topic; therefore, it is driven by the perception of the need to complement the training that the traditional university did not contemplate. There was a period of great expansion and rise of the CUs, followed by the fall. Currently there is a resumption, because the companies perceive the effective gains that they can obtain with this approach (Ramos et al., 2016).

According to Vitelli (2003), in the United States, some CUs were structured in the late 1950s and early 1960s, such as McDonald's Hamburger University and General Electric's Crotonville campus. Alperstedt (2001) points out the expansion of the CUs in several organizations focused on employee training.

In several countries, mainly in the United States, there are already a number of organizations that have been seeking to disseminate organizational learning in an innovative way. These organizations have been benefiting from the knowledge and skills that they have helped to promote, from the creation of departments or institutions specifically geared to this purpose. We can mention Motorola, Arthur Andersen, Arthur D. Little, Disney, McDonald's, Nokia, Oracle and General Electric as organizations that have created their own teaching centers to conduct learning activities, with specific nomenclatures, but generally classified as UC. It is worth mentioning that, besides the United States, corporate universities are also present in Canada, Europe and Latin America (Alperstedt, 2001).

Castro and Eboli (2013) point out that, in the international context, Corporate University Xchange (USA) and Annick Renaud-Coulon1 (France), responsible for the organization and implementation of the Global Council2 of Corporate Universities (GlobalC-CU) and the GlobalCCU Awards, have been outstanding in monitoring best practices and trends, in addition to being the reference on the subject in France.

1　Annick Renaud-Coulon - Expertise and networks in the field of corporate universities; worldwide specialist in corporate universities; founder and President of GlobalC-CU, (Global Council of Corporate Universities); and member of the Advisory Board of CLO Summit India. Available in: http://www.renaud-coulon.com/ Access on: 11 Sep. 2017.

2　The Global Council of Corporate Universities Award was established in 2008; it is held every two years and aims to recognize the best corporate universities around the world. This event allows the sharing of experiences through an extensive worldwide benchmark, in order to allow the improvement of leadership performance and that of their teams. Available in: <http://redeglobo.globo.com/globouniversidade/noticia/2013/09/annick-renaud-coulon-explica-o-papel-das-universidades-corporativas.html>. Access in: 11 Sep. 2017.

According to Silva and Balzan (2007), the expression "corporate university" appears in the 1980s.

> The expression "Corporate University" was created in the 1980s, in the United States, with the appearance of the first educational institutions developed by private companies, to complement the professional training of their employees. Although not so recent, the CUs have only established themselves as an alternative in Brazil since the 1990s and have conquered and acquired dozens of companies adept to this modality of teaching (Silva; Balzan, 2007, p. 235).

The main gain is to provide synergy, alignment and integration for training initiatives, in a cohesive, consistent and convergent manner in the search for efficiency in the final process. The essence of the CU is to use the language of the business, not theoretical-conceptual linked to reality. The programs are associated with the essential competencies of the business, close to its strategy, which will help to unfold the culture, values, beliefs and principles, i.e., to enforce the culture intended by the organization.

In addition, Kraemer (2004) points out when the CUs appeared.

> Corporate universities have emerged in times of great changes in society, education and the search for professional qualification. In the United States, in the 1950s, 1960s and 1970s, large and small companies formed groups to teach professional workers how to do their jobs better. These educational infrastructures, within organizations, proliferated throughout the country and have become known as universities, institutes or corporate colleges. Their goal was for professionals to be aware of or ahead of all the events (Kraemer, 2004, p. 9).

CU also approaches processes that develop technical and operational themes, promotes adherence to the business and acts with a broad vision for business strategy. It is also necessary to take into consideration the importance of the CU in terms of training the workers in topics related to social responsibility, since such topics are linked to the sustainability and competitiveness of the company's business. According to Costa et al. (2018), each company must present its contribution to the sustainable development of the environment in which it is inserted. The company is not an isolated unit that seeks profit, it is part of society. For Becker (2018), sustainability management is no longer referred to as a merely marketing trend, but as a requirement for the survival of both organizations and the planet.

Castro and Eboli (2013, p. 412) add that "the role of the CUs in stimulating citizenship on the part of employees is undeniable, so that solid and competitive companies can be built". Considering the value of the CU in training the workforce of a company, Cesconetto (2011) argues that its goal is not the market dispute with traditional universities, but a complement. While these universities provide the conceptual and methodological basis for the professionals, the CUs have their focus on the strategic business environment.

The CU appears in the midst of the changes that have occurred in the world of work, in the search to evolve knowledge to meet the demands of the business itself. It has a specific focus and looks back to the characteristics of the business. It is usually linked to management and acts in the process of empowering the leaderships, which enables the self-engagement of managers and extends the learning process in new work methodologies. According to Alperstedt (2001), the CU is innovative in the operationalization and development of the learning of the workforce of some companies.

> Given the current environment, characterized by wide dissemination of information and constant renewal of knowledge due to the permanent scientific and technological advance, the updating and mastery of these factors may be determinant for the company in adding value to products and/or processes, acquiring a decisive character in the dispute for markets. The initiative to create our own courses is therefore motivated by organizational change processes geared to the search for effectiveness or, in other words, reflects the imperative promotion of organizational learning (Alperstedt, 2001, p. 155).

The teaching-learning process is continuous and dynamic, with the purpose of increasing productivity and filling the gap that the traditional university does not cover (Meister, 1999). The university, as an opinion maker, can act as a means of disseminating social responsibility as a value for the development of citizenship (Leal Filho et al., 2019).

The inclusion of social responsibility, from the elaboration of projects to their conclusion, including the figure of each professional in their stages, aims to make each one realize the importance of this theme in their professional activity and personal life, understanding that individuals, as citizens, can contribute to the sustainability of the company's business, to the improvement of the quality of life, and to the preservation of the environment. In this sense, linking theory to practice can help in the elaboration of links to the real world, encouraging professionals to think of themselves as global citizens and, therefore, promote a sense of global social responsibility (Leal Filho et al., 2018).

The CU can have a significant participation in the internalization of the concepts of social responsibility, leading the workforce to know it. In this sense, the CU can promote greater capacity for critical analysis and training beyond the technique, enhancing gains for the organization and growth as citizens. Therefore, the CU is seen as an organizational unit that works on the qualification of the workforce through a process of continuous teaching-learning that goes through education3, aimed at enhancing individual and organizational efforts, overcoming possible gaps in the academic education of workers and stakeholders of organizations (Aires et al. 2017).

The subject of this study focuses basically on the relationship between education and the CU. In this regard, it is worth mentioning the important role of some educators who have greatly contributed to the development of education in Brazil. An icon of education is Anísio Spínola Teixeira, a Brazilian jurist, intellectual, educator and writer, a central figure in the history of education in Brazil in the 1920s and 1930s. He understood that economic, political, social and cultural development would come not only from the practice of state intervention in the economy, but also from a reform of the national education system with a view to adapting the educational process to economic expansion (Gouvêa, 2018, p. 263). For him, a citizen country aims to achieve popular education with human and solidarity characteristics.

According to Nunes (2010), Anísio Teixeira did not consider the urban low classes as social and political obstacles. For this reason, he defended education as an instrument to overcome a need that is not of the individual, but of the absent erudite culture. It is noticeable the effort of Anísio that illuminates the complex battle for the democratization of culture and education.

> Education was a sacred value for him. The Ignatian indifference, extremely active and vigorous in him, was placed at the service of the public cause to which he dedicated himself and which led him not only to face hard fights, but also included one of the most beautiful achievements of popular education in the country, in the end of the 1940s: the well-known Escola Parque which, together with the common teaching classes, in the working class neighborhood of Liberdade in Salvador, constituted a pioneering experience in

the country and internationally recognized for its full-time education. Again, a happy school that united the practices of work, arts, recreation, socialization and cultural extension to the common teaching classes (Nunes, 2010, p. 30).

Anísio Teixeira's great dream was a beautiful, modern, integral school, in which pedagogical work captivates and engages teachers and students; a school that builds a solidary, historical and social human destiny. For Santos (2016), Anísio Teixeira does not separate the individual and society, because both act in harmonious conditions with feedback forces. For this reason, institutions are the apex of human experiences as a result of intelligence formation.

In his trajectory as an educator, it is worth mentioning that he was the creator of the Coordination for the Improvement of Higher Level Personnel (Capes), created by Decree No. 29,741 of July 11, 1951, where he was designated as general secretary (Capes, 2011).

In the gallery of educators who have made significant contributions to the development of education in Brazil, one can also find the anthropologist, politician and writer Darcy Ribeiro. According to Gomes (2010), long before Edgar Morin spoke about sociodiversity, Darcy embraced and practiced it:

> Restless, he would get into everything. He was an eternal seeker, always searching for something. He was not an intellectual who only thought and wrote. He demanded himself to do things. That is why he became an educator and a politician. Thus, he conceived education as a path to change, according to what was inside his soul and according to what he learned from "Dr. Anísio," that is, the great philosopher Anísio Teixeira, for whom philosophizing was not enough. For this very reason, before and during Darcy's career, Anísio changed Brazilian education (Gomes, 2010, p. 12).

In view of this, Gomes (2010) alludes that Darcy bets on the transformative role of education. After all, education presents a conservative mission to build bridges between generations, to socialize children and young people according to standards that are not future, but present; standards that have effective social strength.

Among his accomplishments in the area of education, he participated, along with Anísio Teixeira, in the creation of the University of Brasilia, and was also the creator of the Universidade Estadual do Norte Fluminense (UENF), which had his name added in 2001, becoming the Universidade Federal do Norte Fluminense Darcy Ribeiro.

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3   In the Michaelis Dictionary we find the definitions: 1 Act or process of educating (yourself); 2 Process that aims at the physical, intellectual and moral development of the human being, through the application of proper methods, with the purpose of assuring the social integration and the formation of citizenship. Available in: http://michaelis.uol.com.br/moderno-portugues/busca/portugues-brasileiro/educa%C3%A7%C3%A3o

It is also necessary to emphasize the important contribution of Paulo Freire in Brazilian education. For Beisiegel (2010), Paulo Freire understood education as a fundamental process of awareness. His insistence was to defend the need for teaching carried out through dialogue, in group activities, with the encouragement of participation and the exercise of critical reflection. In applying his method of literacy, the educator sought to accomplish all that he had advocated for an education that was consistent with the demands of today's Brazilian society (Beisiegel, 2010).

Paulo Freire (1921-1997), one of the greatest thinkers in Brazilian history, advocated radical transformations for education. Among his many contributions was the need to value popular knowledge, integrating it into pedagogy.

A tireless defender of a democratic ideology, Freire believed that education was the greatest weapon against oppression and that the autonomy of students should be the main achievement of educational endeavor. For him, there is no teaching without learning, in an interdependent relationship of deep respect between educator and student (Centro de Referências em Educação Integral, 2017). Only dialogue, which implies critical thinking, can manage education (Freire, 1970).

> Without dialogue, there is no communication and without it, there is no true education. That which, by overcoming the educator-educated contradiction, is established as a gnoseological situation, in which the subjects focus their cognizant act on the cognizant object that mediatizes them (Freire, 1970, p. 47).

Through the contribution of the educators presented, it can be seen that they have the defense of inclusive education in common. In their time, many achievements have been reached and, in the course of history, the development that has occurred in the world of work, in the economy, the advance of new technologies and in communication point to new themes that need to be studied and worked on.

The fact is that, due to the changes that have occurred today, characterized by levels of complexity and contradiction, the pressure of a more demanding society in the search for better living conditions drives companies to rethink their view of important issues such as social responsibility and sustainable development. It is necessary to act responsibly based on the understanding that what we do today may have future implications for people's lives and for the planet (UNESCO, 2017).

According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), education must prepare individuals and communities for the tensions generated by such changes, making them capable of adapting and responding to them (UNESCO, 2016). Education is essential to develop the skills necessary to expand people's opportunities to live meaningful lives with respect for equality and dignity. A renewed vision of education should promote the development of critical thinking, independent judgment and debate (UNESCO, 2016).

With the advent of major political, economic, scientific, sociological and cultural transformations that have emerged in the last 30 years, these changes have generated new needs that are not addressed in the regular educational system. Therefore, according to Renaud-Coulon (2013):

> Thanks to their pragmatism, employers decided to do what universities did not know or could not do. Thus, they developed replacement strategies to fill the void they came across, and that's how corporate universities came to be (Renaud-Coulon, 2013).

The CUs are internal structures developed within organizations, whether public, private or market. Their objective is to enhance, through education, the global performance of organizations in all its dimensions: human, economic, financial, social, environmental, technological, and communication. In this way, the CUs act as spaces for learning, information, communication, sharing, confrontation, and mediation. They are spaces of management democratization, which focus on the collective intelligence of the organization and on business solutions (Renaud-Coulon, 2013).

Since its creation in the United States in the last century, the CUs have not stopped growing all over the world. There are approximately four thousand institutions of this type in the planet, and more and more they have appeared in emerging countries and in small and medium sized organizations (Renaud-Coulon, 2013).

Academic and corporate educators understand that an educational system can only be called transformative if it acts firmly to address social problems, promote inclusion and support diversity (Eboli et al., 2018).

In the company studied there is no social responsibility policy, and difficulties are observed for the involvement of the leaderships with the theme. Due to this problem, the question is: what educational actions related to social responsibility can be provided by the CU with the purpose of disseminating competences, skills and socially responsible behavior?

This study aimed to identify ways in which the CU can contribute to the promotion of social responsibility in the work environment.

3. METHODOLOGY

Based on a literature review (Chart 1), a questionnaire was developed as a data collection tool to assess issues related to social responsibility, for which proactive indicators should be developed for monitoring results.

Chart 1. Theoretical background for the questionnaire questions.

Questions	Theoretical reference
1) About Social Responsibility (SR):	
a) this is the first contact I have with this topic;	
b) I have little knowledge on the subject	
c) I am seeking to broaden the knowledge that I have	
2) In reference to legal obligations, my company believes that:	
a) complying with the rules and legal obligations is sufficient	Borger (2001)
b) it meets most of the standards and promotes other actions	
c) does not comply, but is in the process of elaboration	
3) For me, the meaning of ethics is:	
a) an abstract concept	
b) easy to understand but difficult to apply	
c) the basis of the human relationship	
4) Develop efforts to incorporate social responsibility into the organizational culture.	Bianchi et al. (2013)
5) Promote education programs so that employees are trained to understand the importance of organizational culture in the performance of their activities	Niño De Guzmán Miranda (2015)
6) The company is concerned with inserting social responsibility actions in the organizational culture as a business strategy	Coutinho and Macedo-Soares (2002)
7) The company values the organizational culture	Brunton (2015)
8) The significant organizational culture depends on the leadership commitment.	Cruz (2010)
9) Through a democratic and participative environment, it is possible to reach the commitment of the organization's employees	
10) The organizational culture can be an element of dissemination of social responsibility and promote the involvement of employees in social responsibility programs	Lima (2013)

Questions	Theoretical reference
11) The company values the professional development of its employees	
12) The company applies training that promotes the improvement of the quality of life of its employees	
13) The company facilitates access to information as a form of personal and professional development of its employees.	Santos et al. (2012)
14) The corporate university is an important capacity-building body for the company's workforce.	
15 The corporate university seeks to adequately train employees to act in the different areas of the company	
16) Distance education is the teaching-learning process that can be used as a tool to help disseminate social responsibility	Fialho and Spanhol (2008)
17) The understanding and commitment of managers about social responsibility contribute to the employees' behavioral change	Matten and Moon (2008)
18) Educational solutions aimed at the dissemination of social responsibility can promote the internalization of its concepts	Pilati et al. (2010)
19) Social responsibility is an issue that applies to the business context and involves man as a citizen	
20) The vision/mission and values of the company are properly disseminated to all employees	Borger (2001)

The questions were formatted with Likert scale answers, containing three options to measure the degree of relevance and three options to measure the degree of implementation as indicated in Table 2.

According to Dalmoro and Vieira (2013), Likert scales with 7 points bring greater accuracy and reliability to the results found; however, they require larger samples when compared to scales of 3 or 5 points, for example. Nevertheless, the smaller scales, 3 or 5 points, also guarantee a suitable level of reliability and a lower demand on the number of respondents.

Chart 2. Likert Scale used in research

No relevance	Medium relevance	High relevance	Do not know/ Do not want to give an opinion
Not implemented	Partially implemented	Fully implemented	
1	2	3	4

In order to know the corporate perception of social responsibility of the company, a descriptive research was developed, containing conceptual (7 to 9) and assertive (10 to 26) questions, based on the literature review. At the end of

the established term and the instrument's return, the research was closed, and the data were analyzed descriptively.

4. RESULTS

The survey was conducted in November and December 2017, with 46 employees from administrative and operational units of the company studied, given that they perform their professional activities in the corporate management, considering that their interaction with others can be an important tool for disseminating the concepts of social responsibility.

To identify the profile of the interviewees, they were categorized according to the following criteria: sex, schooling, area of work, organizational level, area of the company, and length of service.

The following points were observed: a) greater female participation; b) most of them have postgraduate education; c) the Health, Safety and Environment (HSE) area had a greater number of representatives; d) greater adherence of professionals who do not hold leadership positions; e) the administrative area of the company had more representativeness; f) the longest periods of service were of employees between 10 and 15 years (Figure 1).

For the development of the subject studied, 26 questions were presented in order to obtain an opinion about the objective of the research. The first section portrays the profile of the interviewees.

Subsequently, three conceptual questions were elaborated in order to verify the participants' opinion on social responsibility, ethics and legal obligations, as presented in Figure 2.
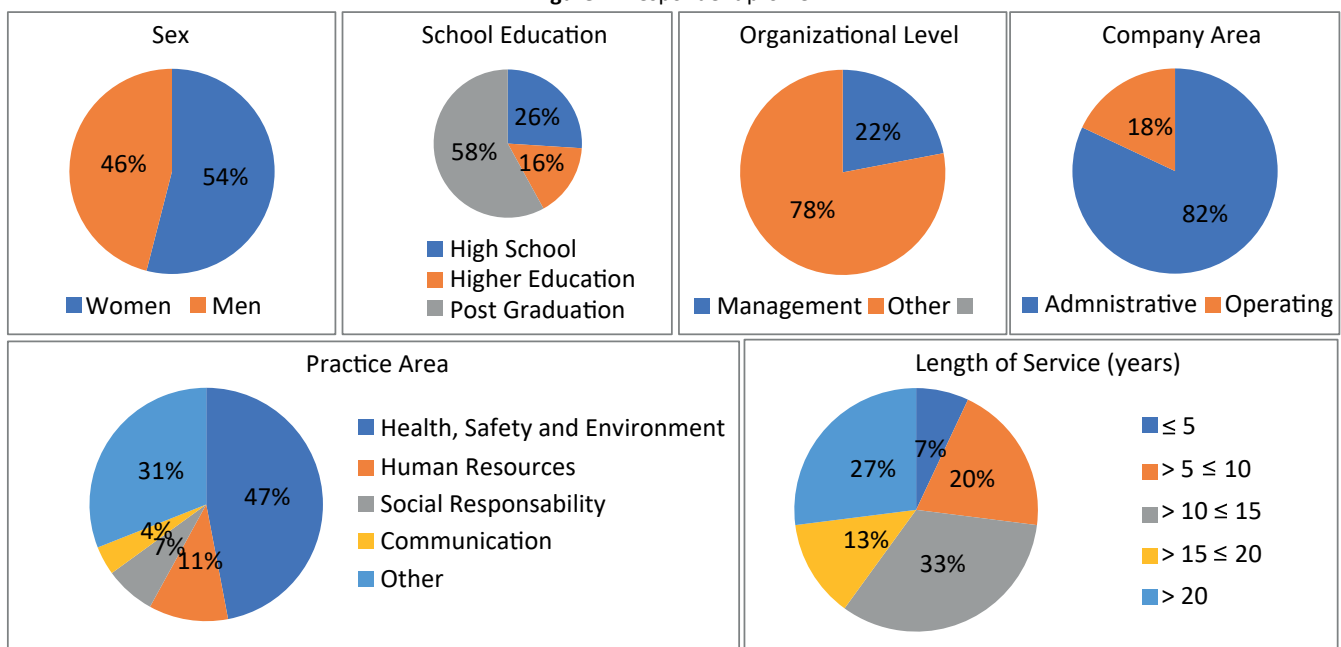
The results of the conceptual questions (7, 8 and 9) show some identification of the respondents with the theme of social responsibility and indicate that they are seeking and expanding their knowledge about it. As for legal obligations, they believe that the company accomplishes most of the rules and promotes other actions. Furthermore, they consider ethics as the basis of the human relationship. It is opportune to raise the social responsibility in a way that promotes the well-being of the internal and external public (Asheley, 2005), since it corroborates the exercise of citizenship, business sustainability, and environmental preservation.
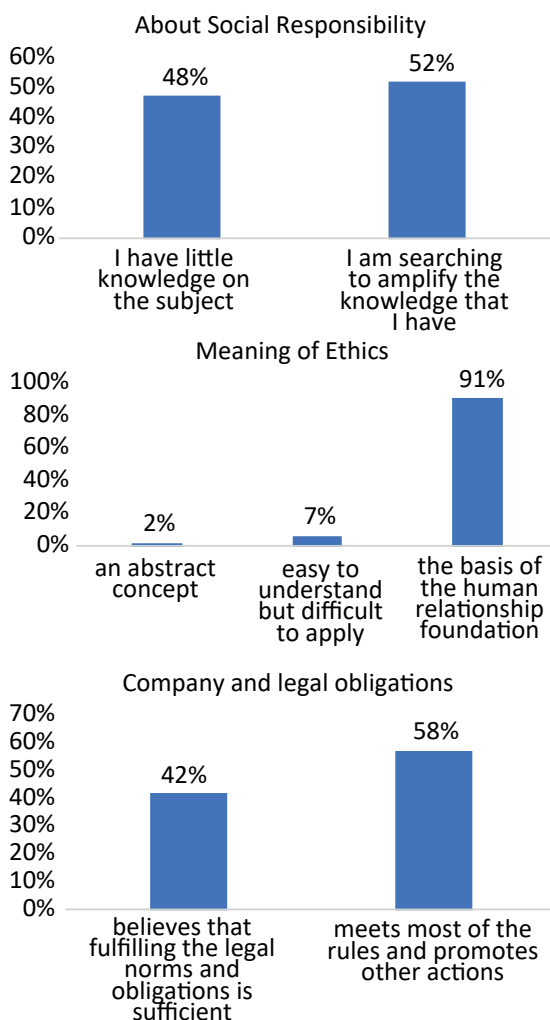
In line with the literature review, themes such as: organizational culture, development and training, leadership commitment, CU, distance education to know the perception of the importance of disseminating social responsibility and the role of the CU in this context, as an opinion-forming and critical analysis unit, were addressed.

Respondents were asked to analyze the assertions related in the instrument (10 to 26) and to give their opinion on the importance of disseminating social responsibility, according to their perception, from the CU's contribution in corporate training. Based on the responses obtained, we present the analysis of the results in Table 1.

Figure 2. Conceptual questions

Figure 1. Respondent profile

About Social Responsibility

Meaning of Ethics

Company and legal obligations

such as: commitment of managers on social responsibility (84.78%); commitment of employees from a democratic and participatory environment (84.44%); and adequate dissemination of vision/mission and values (82.22%).

Regarding the total implementation, some points need improvement, as they reflect the degrees of implementation obtained in some questions: it approaches adequate dissemination of vision/mission and values (33.33%); the importance of the CU as a training body (27.27%); and the access to information as a form of personal and professional development (22.22%).

5. CONCLUSION

From the point of view of the objective of identifying ways for the CU to promote the dissemination and strengthening of the culture of social responsibility, it should be noted that the promotion of partnerships with public and private institutions, such as universities, technical schools, museums and theater, can bring significant results through cultural and educational programs, indicating that it can be an important vehicle for the dissemination of the theme.

The respondents helped to see how educational solutions can contribute to the insertion of social responsibility into the company's organizational culture. The best option to understand this process is to consider that the commitment of the manager (in the various hierarchical scales) can and must be a motivating element, in its working context, in the dissemination of social responsibility as a transversal concept to the various activities of the company.

The results of these actions are necessary, given that social responsibility is the adoption of postures and behavioral changes expected from various segments of society and citizens, because society has become more demanding in the quest to reduce social inequalities.

In view of the above, the aim is to contribute so that social responsibility is internalized in the organizational culture, in such a way that it becomes an indispensable element in the exercise of activities and that it is inserted in the elaboration of projects, in view of its multidisciplinarity, thus allowing the migration from discourse to practice.

From the academic standpoint, this work did not intend to finish a complex and relevant subject, but rather to contribute to the continuity of the discussion and the advancement of studies that contribute to the dissemination and internalization of social responsibility, not only in the company studied, but also in the perspective of contributing to research in the multiple areas of activity (public, private, academic, etc.).

The dissemination of social responsibility through educational solutions obtained 71.74% for the degree of high relevance, and it was a challenge to insert this issue in the portfolio of the CU as responsible for training. It is important to consider that distance education is an important modality of teaching and had its percentage of implementation diagnosed as partially implemented. This indicates that this important tool needs to be further explored.

The result of the research sought to verify the corporate perception of SR under the eyes of CU. Based on the answers, it highlights the high rate of the public consulted that recognizes the importance of social responsibility and the need to disseminate and strengthen the organizational culture of the company. Figure 3 summarizes the indicators of the degree of relevance and implementation of the data collected.

It is possible to identify that the perception of the respondents meets the proposed objective of the work, given the high degree of relevance obtained for significant indices,

Table 1. Descriptive analysis of respondents' perception of assertives (%)

No.	SYNOPSIS OF THE ASSERTIONS	HR	MR	NR	NO	NI	PI	TI	NO
10	Incorporation of social responsibility (SR).	76.09	22.22	0	6.52	4.44	60	8.89	4.44
11	Education programs in organizational culture	73.33	22.22	0	9.09	15.56	44.44	8.89	8.89
12	SR actions in the organizational culture	69.57	21.74	0	6.52	19.57	43.48	6.52	10.87
13	Valuing the organizational culture	76.09	17.39	2.17	6.52	2.17	15.22	52.17	6.52
14	Commitment and leadership	77.27	15.91	0	4.55	22.73	45.45	6.82	4.55
15	Commitment of employees	84.44	11.11	0	2.22	28.89	42.22	2.22	6.67
16	Organizational culture and SR	77.78	20	0	2.22	20	48.89	4.44	6.67
17	Employee development and valorization	64.44	26.66	0	0	6.67	73.33	6.67	2.22
18	Educational actions and productivity	65.22	23.91	0	4.35	2.17	65.22	17.39	2.17
19	Quality of life of employees	50	36.96	0	6.52	13.04	56.52	13.04	6.52
20	Access to information	60.87	32.61	0	2.22	2.17	0	65.22	23.91
21	Importance of corporate university in training	77.27	13.64	0	2.27	4.55	56.82	27.27	0
22	Training to act in several areas	70.45	13.63	0	6.82	11.36	63.64	11.36	4.55
23	Use of distance education in the dissemination of SR	56.82	38.63	0	0	27.27	45.45	6.82	6.82
24	Managers' understanding of SRs	84.78	8.7	0	2.22	2.17	30.43	36.96	10.87
25	Educational solutions for disseminating the SRs	71.74	19.56	0	6.52	22.22	43.43	6.52	10.87
26	Vision, mission and values	82.22	11.11	0	0	4.39	43.48	32.61	4.35

Legend: HR = High Relevance; MR = Medium Relevance; NR = No Relevance; NI = Not Implemented; PI = Partially Implemented; TI = Totally Implemented; NO = No opinion.

Figure 3. Demonstration of the degree of relevance and implementation
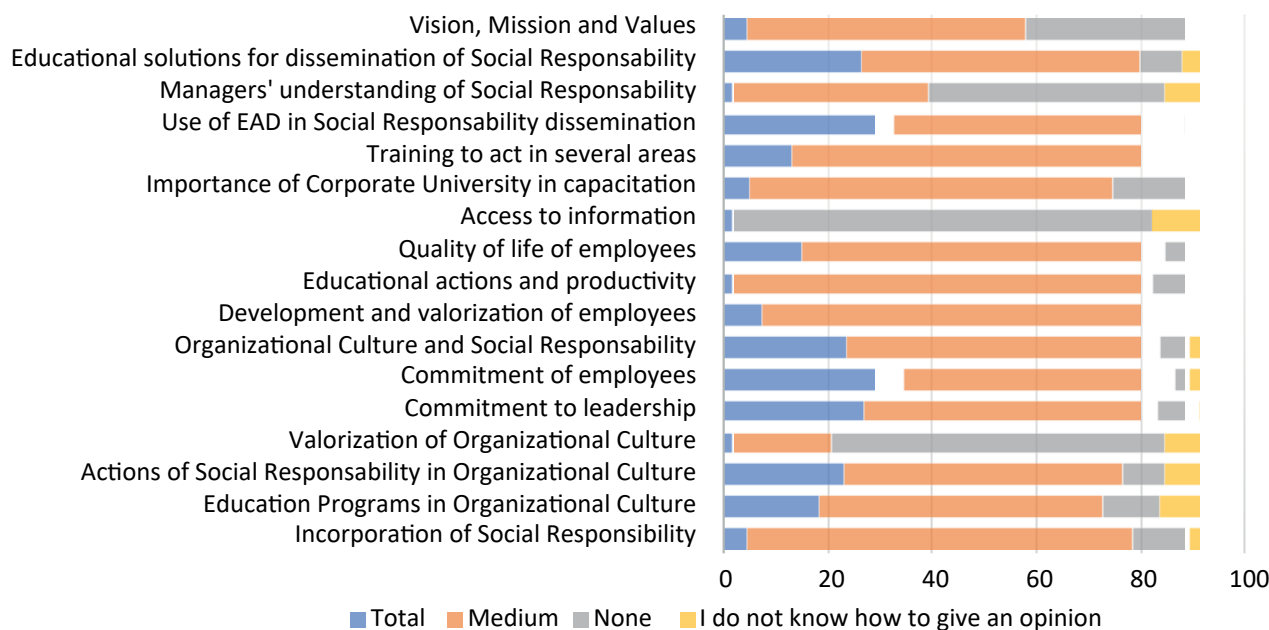
Elaborado pelos autores Elaborated by the authors

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