2025

B-EPIC
BRAZILIAN ENTERPRISE PRODUCTIVITY AND INCLUSION CLUB

GERDAU FDC

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[1] Word Count: 3911 words.

EXECUTIVE SUMMARY

The Brazilian Enterprise Productivity and Inclusion Club (B-EPIC) is an initiative developed by a partnership of Gerdau, one of the largest Brazilian enterprises, and Fundação Dom Cabral (FDC), the best business school of Latin America. It reflects a purpose driven project with the direct leadership of Gerdau's CEO and embraces a challenging journey of building trust between the academic and executive world view.

The issue addressed by B-EPIC is productivity inclusion: an effort to include youth in the labor market whilst increasing firm productivity. The broad scope of the initiative that embraces the development of key competences to the youth and to their direct leadership creates value for business and for society. The learning and development initiative (L&D) was grounded in primary data regarding the understanding of competences gap and an implementation that could support large scale.

The (L&D) described in this document occurred from June 2023 until December 2024 and was impactful due to the synergy created by the B-EPIC team. The team is formed by managers and staff from Gerdau and FDC that worked conjointly with FDC faculty and executives from both organizations to ensure success in the implementation and to secure B-EPIC expansion to go beyond Gerdau´s experience.

B-EPIC team, apprentices, and mentors at the kickoff event, June 2024

ABOUT FDC

Fundação Dom Cabral (FDC) is a stand-alone Brazilian Business School and was born with a clear concept of being an independent school, acting exclusively to offer executive education in Brazil. This strategic choice has led to a close relationship with executives and enterprises, resulting in a worldwide reputation of excellence in gathering outstanding faculty and knowledge to achieve a mix of practice and theory.

The mission of FDC is "to *contribute to the sustainable development of society by educating, building and developing skills of executives, entrepreneurs and public managers*". Therefore, Executive Education has been for many years the school's core business, providing educational solutions focusing on innovative business thinking, with an explicit strategy of "working with" rather than "work for" clients and partners.

For 19 consecutive years, FDC has been the best business school in Latin America. In 2024, it was ranked among the 10 best business schools in the world according to the Financial Times ranking.

In 2020, the school launched the Social Education segment and created the Cardinal Dom Serafim Social Center (CSCDS) which supports social organizations and their managers, young people in situations of social vulnerability and popular entrepreneurs, through the development and training and an affirmative scholarship program.

The CDCDS develops programs with enterprises that invest in these social challenges, connecting the "working with" strategy with the focus of Social Education causes. GERDAU, since 2023, is one of the customers who invest in the youth productive inclusion challenge.

ABOUT GERDAU

In its 124-year history, Gerdau is Brazil's largest steel producer and one of the main suppliers of long steel in the Americas and special steel in the world. In Brazil, it also produces flat steel and iron ore for its own consumption.

With the purpose of empowering people who build the future, the Company is present in 7 countries and has more than 30,000 direct and indirect employees in all its operations. The largest recycler in Latin America, Gerdau uses scrap as an important raw material: approximately 70% of the steel it produces is made from this material. Every year, around 10 million tonnes of scrap are transformed into various steel products. The Company is also the world's largest charcoal producer, with more than 230,000 hectares of forest in the state of Minas Gerais.

Gerdau shares are listed on the São Paulo (B3) and New York (NYSE) stock exchanges.

THE CHALLENGE

Brazil has been experiencing a decline in competitiveness since 2020. According to the *IMD World Competitiveness Yearbook* (2024), the country has dropped four positions in the global competitiveness ranking despite an improvement in economic performance (rising from 56th to 38th place during the same period). Large part of this challenge stems from supply-side issues, particularly the scarcity of skilled labor. Companies in Brazil are facing a talent drought, not only due to a shortage of skills but also because of the country's rapidly aging population. Fertility rates are declining while life expectancy is increasing, pushing the average age from 28 to 35 years old. Current projections suggest that by 2070, approximately 37.8% of Brazil's population will be elderly (IBGE, 2025). Together, these two factors are pressuring businesses to urgently find ways to upskill and reskill individuals to sustain their operations.

Meanwhile, Brazil's youth population has been labeled either "*nem-nem*" or "*sem-sem*", expressions that captures the dauting outlook for roughly 20% of Brazilians aged 18 to 24 who are neither working nor studying (a group known as NEET—Not in Education, Employment, or Training). Even among those currently enrolled in education, there is a widely held view that they lack essential skills and are not work-ready. This situation has long-term consequences for their future employability and earnings while also posing major social and economic challenges for the country.

Gerdau recognized that the dual challenges of skills shortages and youth unemployment could be addressed through a bold, unified approach. As a company well known for its economic and social commitment, Gerdau partnered with Fundação Dom Cabral (FDC) to develop a solution to this vexing obstacle to growth and productivity. The company was deeply concerned not only about the future of its business but also about the long-term sustainability of the initiative, given its potential impact on the local communities surrounding its facilities. Moreover, as part of the steel industry, Gerdau has been mindful of the systemic impacts of its operations. In this case, that meant ensuring a rigorous design and careful implementation of the solution. From the outset of its collaboration with FDC, Gerdau made it clear that its intention was to find a sustainable and replicable approach that could be implemented not only at its own facilities but in other companies as well. This ambition, set from the very beginning, added an additional layer of complexity: the solution had to be specific enough to accommodate Gerdau's business context while remaining inclusive and adaptable for broader industry application.

The dialogue between FDC and Gerdau started in the second half of 2023. While that may seem like a long time ago, both teams are now confident that the time invested in developing the initiative reflects not only their shared commitment but also their genuine interest in making an impact on young people. Additionally, what started as a bilateral dialogue between Gerdau and FDC evolved into a continuous conversation of the B-EPIC team, composed of executives, managers, staff, researchers, professors, and instructors from both organizations. The combination of pressing business demands, commitment, and time helped solidify the partnership between Gerdau and FDC, which may, in part, explain the outcomes achieved with the initiative.

Some might argue that talent shortages are not a new challenge, and that B-EPIC was simply developing a traditional learning and development solution tailored to the needs of businesses. Despite this underlying skepticism, the B-EPIC team had some serious concerns about the challenge they were facing.

First, Brazil has a mandatory apprenticeship program. This law, known as *Lei da Aprendizagem* (Apprenticeship Law, in loose translation) is a legal framework designed to integrate young people into the labor market through structured learning programs. Enacted in 2000, it aims to promote the professional development of youth aged 14 to 24 by combining theoretical education with practical work experience. In theory, Brazilian companies already provide vocational training to the targeted group, yet with little perceived success.

Considering the large number of Brazilians aged 18 to 24 who are neither working or studying, the recurring complaints and about the quality of the formal educational system, and the growing evidence that even college and undergraduate students are not job-ready, the B-PIC team was concerned about which gaps to address and how. Finally, the team was also worried about the urgency of the demand and the time required to create an impact on the targeted group and its expected effects on companies.

Throughout this document, we show how each of these concerns was addressed. In **The Commitment**, we describe how the B-EPIC “Diagnostics” Phase tackled issues regarding the Apprenticeship Law and identified the key gaps to focus on in the initiative. In **The L&D Initiative**, we explain how we implemented the learning objectives of the initiative. Finally, in **The Impact**, we outline the main outcomes that have already been achieved by B-EPIC.

B-EPIC apprentices and their mentors drawing graffiti together. Their final art reads, "FDC and Gerdau: Shape the Future" (June, 2024)

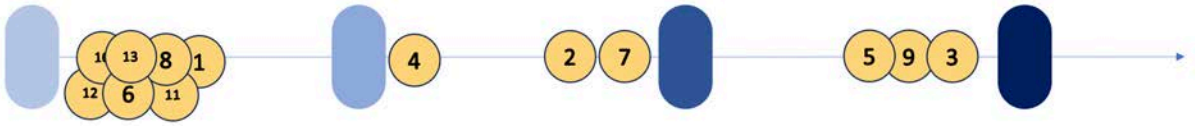
THE COMMITMENT

When Gerdau and FDC first started aligning expectations, it became clear that the initiative would require frequent and transparent communication. Given the complexity of the problem, both FDC and Gerdau felt the pressure and the urgent need to find synergies between their diverse expertise and ways to collaborate, despite skepticism and major concerns about the outcome. To achieve this sort of commitment, FDC appointed a dedicated professional as project manager. Her role was crucial to make the initiative work, considering the various dimensions of the challenge both organizations were trying to tackle. On the Gerdau side, we soon learned that as a multinational enterprise with a complex structure, we would need to accommodate different stakeholders. While these stakeholders were aligned with the initiative, they had additional issues to manage and most likely expected FDC to pave the way for a successful collaboration.

The first phase of the initiative was called “Diagnostics.” In the second half of 2023, a small group of FDC professors and researchers designed a qualitative study to gain deeper insights into the skills shortage in Brazilian companies. The study also aimed to gather more information about how apprentices were developed and managed. During this phase, interviews were conducted with the HR heads of thirteen Brazilian companies, along with five managers of certified vocational training providers. Moreover, the research team held focus groups with apprentices of three out of the thirteen interviewed companies.

With the primary data collected, we were able to assess the maturity levels of those companies regarding their managerial perspective and current responsibility regarding the apprenticeship program. As shown in Figure 1, we developed a qualitative measure to classify the companies according to their maturity level (the numbers represent each company). This allowed us to address one of our concerns: despite managing youth talent, Brazilian companies, on average, were not engaged with their development. The data suggested that their commitment was limited to compliance with the Apprenticeship Law.

Figure 1: Maturity level of youth apprenticeship programs



Stage 1
Low maturity

- Compliance with the quota
- Young apprentice has no formal relationship with the firm (in some cases, they don't have on the job training in the firm facilities)
- No tracking or monitoring of results and impact

Stage 2
Medium maturity

- Acknowledgment of the role of social inclusion
- Basic training and specific initiatives focused on the young apprentice experience, but with little connection to the company;
- There is some contact with the company, but no career prospects
- Initial monitoring of retention metrics.

Stage 3
High maturity

- Concerned with training of the youth to be absorbed by the company;
- Additional investment in attracting and training young people;
- Concern with mentoring young apprentices in the context of the company's work and culture;
- Monitoring retention metrics.

Stage 4
Aspirational

- Concerned with the training of young apprentice and their employability;
- Strategic investment in training young apprentice in specific areas, catalyzing productivity gains;
- Functional training, behavioral development and mentoring integrated with strategic focus;
- Monitoring youth retention, and above all, productivity;
- Development of managers;
- Family involvement.

The interviews were also critical in dealing with another major concern: which skills gap are we aiming to fill with this initiative? During conversations with the HR heads of the participating companies, we directly asked about the major barriers to hiring apprentices after their training. The skill gaps soon became clear: the primary limiting factor for young people to secure an entry-level job at these organizations was a lack of non-cognitive skills. We then cross-referenced our primary data with additional sources of information. We employed the TEN Youth framework (Davis et al 2013, p. 147) and the Global Skills Taxonomy, adopted by the World Economic Forum, to analyze their survey on the Future of Jobs. With this, we were able to classify these non-cognitive skills into five categories:

- Reliability
- Flexibility
- Future orientation
- Problem solving
- Positive relationships

Before moving forward from the "Diagnostics" Phase, we decided to validate our results beyond our initial sample. To do so, we invited other companies that were clients from FDC to participate in a workshop about Productive Inclusion of Youth (October 2023). This was an important forum not only for validation purposes but also for deepening and expanding the initiative. On the one hand, it was a remarkable step as it allowed us to raise awareness. On the other, it extended the "Diagnostics" Phase, which led to pressure from Gerdau for quicker results.

However, what initially seemed like a breach in the Gerdau–FDC relationship turned out to be a turning point. FDC was compelled to present the results to Gustavo Werneck, CEO of Gerdau, who had been following the initiative closely. What was expected to be a tense meeting became one of the most productive discussions both teams had. We were able to not only discuss the results but also the barriers to an initiative both teams deeply cared about. From that day onwards, there was no longer two separate teams; there was only a single B-EPIC team!

B-EPIC team: of the 12 members depicted here, half are from FDC, half from Gerdau. Together they are the B-EPIC team. (November, 2024)

Gustavo Werneck · Following
President, CEO and Board Member at Gerdau
3mo ·

Fico sempre muito entusiasmado quando vejo o brilho nos olhos da nova geração de profissionais que está ingressando no mercado de trabalho. Hoje não foi diferente: participei da formação de 55 jovens aprendizes integrantes do nosso programa B-EPIC e pude sentir o impacto positivo que podemos gerar na carreira e crescimento destas pessoas.

O programa B-EPIC (Brazil Enterprise Productivity & Inclusion Club) é uma iniciativa em cocriação da **Gerdau** junto com a **Fundação Dom Cabral**. Trata-se de um programa de inclusão produtiva que contou com um time de 41 mentores da nossa liderança, levando a estes jovens atividades de desenvolvimento profissional e de habilidades socioemocionais, como autonomia, confiabilidade e flexibilidade.

O evento de formação da turma aconteceu na sede da Fundação Dom Cabral em Nova Lima (MG) e também contou com a presença do Professor Subi Rangan, um dos mais renomados especialistas internacionais em estratégia e liderança. Eu o considero uma das mentes mais brilhantes que conheço e tenho o privilégio de contar com o Subi como meu mentor e amigo.

Para nós na Gerdau, as pessoas estão no centro das nossas decisões e contribuir para a formação delas, de modo que estejam mais preparadas para os desafios futuros, faz parte do nosso propósito. Os resultados já estão aí: já contratamos 56% destes jovens e vamos investir em uma segunda turma do programa, trazendo as melhorias identificadas nesse piloto.

#OFuturoSeMolda #BEpic

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This post was published by Gustavo Werneck, Gerdau's CEO. He is at the center of the picture, next to Professor Subramanian Rangan from INSEAD, and surrounded by representatives of the B-EPIC team, apprentices, mentors, and MBA candidates from FDC.

THE L&D INITIATIVE

The design of the B-EPIC initiative required special attention from the team. On the one hand, we had a very clear understanding of the program's learning objectives. By the end of it, apprentices would be able to express and present themselves as reliable, flexible, future-oriented, problem-solving young professionals, while engaging in positive relationships at work. On the other hand, we needed to identify which learning areas would be most constructive for the youth profile while providing the proper learning experiences necessary for the development of non-cognitive skills.

Furthermore, the program faced other restrictions. First, it could not rely extensively on in-person learning. Initially, the team was eager to design most of the program with face-to-face sessions. However, that would limit the scalability we wanted to achieve once we expanded Gerdau's experience to other companies. Moreover, even considering Gerdau´s context, a presential learning journey was unfeasible because the apprentices were in one of Gerdau´s plant, in Ouro Branco, 70 kms (or at least one hour driving) away from the main FDC campus. Not to mention the liability involved in transporting the apprentices to a different location other than their workplace.

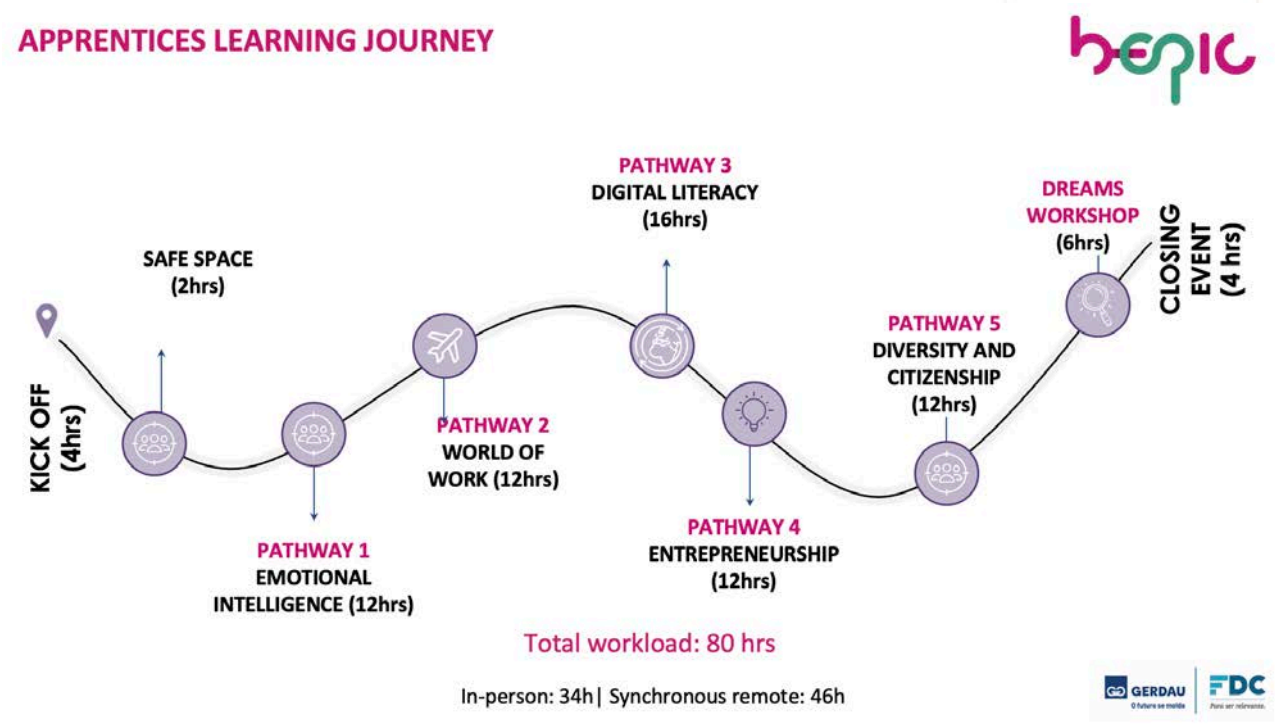
We also faced restrictions related to the work schedule of the technical training program. As mentioned earlier in this document, apprentices are hired by organizations to take part in vocational training focused on the development of technical skills. B-EPIC was designed to complement that training but had to adjust its activities to fit around the other responsibilities of both Gerdau and the apprentices. Similarly, B-EPIC had to align with Gerdau's routines, especially considering the organizational health and safety standards required.

Finally, FDC is a well-known Brazilian business school with an international reputation and a long, solid, and resilient experience in executive training. However, up to very recent years, individuals aged 18 to 24 were not part of FDC's main audience. This has now changed due to B-EPIC and other new courses. During the design phase of the program, FDC felt a strong need to identify the right profile for the professors and instructors who would be involved.

Together with a group of specialists, the B-EPIC team decided to collectively build the program curriculum. We conducted a workshop to define the content areas the initiative would cover as to simultaneously develop non-cognitive skills and other competencies that could contribute to the apprentices' potential in the future of work. One key decision was the inclusion of digital literacy as an integral part of the initiative. This decision was mainly informed by the results of the "Diagnostics" phase, where companies expressed concerns regarding the readiness of youth to work with technology. This was rather unanticipated, given the prevailing and somewhat stereotypical view that

young people are digital natives or tech savvy. Figure 2 depicts the chosen curriculum and modes of learning.

Figure 2: Summary of the curriculum



While planning the apprentices' learning journey, it became clear that mentoring was a vital part of the on-the-job training. The B-EPIC team worked intensively to define the structure and profile of the mentors. The mentor's journey was designed to strengthen the purpose and impact of their leadership roles in the personal and professional development of the apprentices. Leaders refined their management and mentoring skills through workshops, themed sessions, support circles, and mentorship opportunities, gaining practical tools to effectively guide and inspire their protégés. Additionally, the mentor's journey provided the necessary support for them to perform their roles with excellence, fostering an environment of mutual learning and growth and creating positive effects for both individuals and the organization.

Kickoff Meeting of the Mentors' Learning Journey at one of FDC's campuses, June 2024

Finally, the modes of learning also required careful consideration. As acknowledged earlier in this document, the B-EPIC team initially favored and tried to make in-person learning experiences viable, believing they had greater transformational potential. However, given the clear limitations and challenges, we soon decided on a hybrid mode. As outlined in Figure 2, a total of 34 hours out of the 80-hour learning journey for apprentices was conducted in person. Of these, 20 hours took place at Gerdau's training center and 14 hours at an FDC campus. These in-person sessions were essential not only to enrich the learning experience but also to create a sense of social identity among the apprentices, who now form the first B-EPIC cohort.

Emotional Intelligence, synchronous online session, July 2024

Entrepreneurship, in-person session at Gerdau, September 2024

There are still two additional remarks concerning the learning and development initiative. First, the in-person learning experiences at FDC's campus were crafted to align with B-EPIC's learning objectives and designed to facilitate both the expected short-term and long-term impacts. For instance, during the kickoff, apprentices and mentors participated in graffiti activities. This experience was specifically designed to promote integration, helpful behavior, collaborative work, and creativity in a task where neither apprentices nor mentors were experts.

Expert panel, November, 2024

We also designed the Dreams Workshop to promote forward thinking and individual empowerment towards youth ambitions and dreams.

In the closing ceremony, we organized an expert panel composed of apprentices, mentors, MBA candidates, and senior executives from Gerdau and FDC to discuss their roles and responsibilities in making B-EPIC truly epic.

Some of the B-EPIC instructors, November, 2024

To conclude, the B-EPIC team also placed a significant emphasis on selecting, preparing, and fostering the engagement of professors and instructors. Each learning journey was developed by a pair of instructors, who were incentivized to work together, integrating their resources and pedagogical approaches.

We consider this one of our most important decisions in that it certainly improved the quality of the apprentices' learning journey while promoting diverse role models for the youth.

THE IMPACT

In 2024, B-EPIC launched its first cohort with apprentices from Gerdau. Between June and November, a total of 62 apprentices, aged 18 to 24, participated in a series of teaching and learning experiences, guided by instructors in five key learning areas: Emotional Intelligence, World of Work, Digital Literacy, Entrepreneurship, and Diversity & Citizenship. Those learning areas laid the foundation for the initiative's focus on the development of non-cognitive skills. The program also included mentoring sessions with seasoned professionals from Gerdau.

By the end of the program, **64% of the participants were formally hired by the company**. It is important to note that, on average, Brazilian companies view apprenticeship programs as an affirmative action that burdens the organization with additional costs related to individuals who may lack the skills and mindset required to join their workforce. Therefore, we consider the retention of 64% of the B-EPIC apprentices by Gerdau as a clear positive impact of the initiative. Beyond this remarkable result, there are additional effects to highlight that go beyond the retention rate.

From the apprentices' perspective:

Carolina, apprentice, October, 2024

According to the apprentices, B-EPIC was a life-changing experience! They felt seen, valued, and a sense of belonging in places they previously thought were unattainable. Considering its aim of developing non-cognitive skills such as reliability and future orientation, the initiative's deep influence on their self-worth and potential is a clear testament to its impact.

Out of the 64% of apprentices hired by Gerdau, 5% have already left the company after receiving other job offers elsewhere. From B-EPIC's perspective, this is robust evidence that both the design and implementation of the initiative achieved its goal of improving labor market quality.

From the mentors' perspective:

Mentors reported improvements in their leadership skills, a sentiment echoed by the HR department, which observed the program's positive impact on both the quality of work and organizational climate.

Mentors at FDC, June 2024

According to the mentors, B-EPIC was not only an opportunity to enhance their leadership skills but also to foster a more inclusive and collaborative organizational culture.

Furthermore, the mentor training contributed to their self-development and reinforced the company's commitment to social responsibility.

From Gerdau's perspective:

All the effects highlighted above had an indirect impact on Gerdau. By retaining apprentices, Gerdau improved youth employability while helping HR acquire talent that is already aligned with their culture and needs. Furthermore, a perceptible improvement in the work environment was felt as mentors and company managers enhanced their leadership skills.

B-Epic team, November 2024

According to Gerdau's managers and staff, the involvement of mentors and managers in the program also led to an improvement in the organizational climate, as indicated by feedback from the HR department.

Engagement with young people created a more dynamic and collaborative work environment, where knowledge exchange and continuous learning were highly valued.

From FDC's perspective:

The fact that the program is based on in-depth research and diagnostics conducted with large Brazilian companies ensured to make B-EPIC highly relevant and tailored to the real needs of the job market. This strengthens the program's overall credibility and effectiveness, benefiting both the young participants and companies.

The design and implementation of B-EPIC pushed FDC to adapt some of its capabilities and acquire new ones, given its past scope that did not target a younger audience. This required developing professors and instructors and educating staff to embrace innovative and unusual solutions for learning and training experiences.

From the private sector perspective:

FDC MBA Candidate, private sector executive, November 2024

The initiative was based on a diagnostic framework derived from qualitative research that aimed to identify the main barriers to youth employment in large Brazilian companies. According to these companies, work readiness is low not due to lack of technical skills, but rather due to a lack of non-cognitive abilities.

B-EPIC then relied on a panel of experts to align the research findings with diagnostics and scenarios on the future of work, ensuring that the curriculum and methodology addressed the most pressing workforce challenges. In doing so, the initiative benefits far more companies than just Gerdau. Even those companies that still resist investing in apprentice development are positively impacted by B-EPIC due to its broader positive effects on the labor market.

From a public policy perspective:
B-EPIC builds upon an existing public policy initiative designed to promote the integration of young people into the labor market through structured learning programs. The initiative strengths its positive effects and broadens its scope by focusing on non-cognitive skills and unlocking the hidden potential of apprentices.

Broader social impact:
By focusing on key competencies for the future of work—including non-cognitive skills but also digital skills, entrepreneurship, and diversity—B-EPIC prepares young people for the changes and demands of the global market. This approach aligns with trends in innovation, sustainability, and digital transformation, developing professionals who are more adaptable and ready for contemporary challenges.

The initiative also has a positive social impact by providing a real opportunity for change to young people from more vulnerable socioeconomic backgrounds. It contributes to reducing social inequality by facilitating their integration into the labor market and boosting their self-confidence and empowerment. Looking ahead to 2025, B-EPIC is expanding and evolving into a movement: we will welcome a second cohort from Gerdau, with other companies joining the club!

B-EPIC Closing Event: in this picture you can see apprentices, mentors, FDC MBA candidates, the B-EPIC team and Gustavo Werneck, Gerdau's CEO. A truly memorable day!

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APPENDIX 1: MULTIMIDIA MATERIAL

https://youtu.be/XUiAJ0zMEY?si=V-iNRY_sdlIAsISE

https://youtu.be/7oOCxQZyFLo?si=BhOgClP36OijlRjI

APPENDIX 2: **TESTIMONIALS**

"For me, B-Epic was a transformative experience. I am very shy and have a lot of difficulty speaking in public. When online classes started, I didn't even want to have my camera on because I was embarrassed. But as time went by, I lost some of that shyness, started to participate in the dynamics and classes and even made new friends, in addition to acquiring technical and professional knowledge that would have taken me a while to acquire. So, looking back at the last few months, it was great to have participated in the project."

Lyedson, apprentice, 21 years old

"B-Epic definitely was an incredible program that helped me recognize and work on weaknesses that I didn't know existed. The content studied is more than necessary for young people who aspire to have a career in the future. Through the program, I had an initiative that I now see as fundamental to my learning, which was to do a job rotation at Gerdau, where I had the opportunity to get to know different departments and work on my interpersonal relationships and flexibility. I am very grateful for that. I hope the program continues and doesn't stop here, because it is a project with a bright future!"

Lavinia, apprentice, 20 years old

"I would like to express my sincere admiration for the work done. At each meeting, I am positively surprised by the innovative ideas and dedication that you invest in the development of the project. This time, I believe that you have surpassed yourselves, you have been more than relevant. In my opinion, there are no points for improvement, but I am fully confident that you will always find new ways to improve the work, as you demonstrate exceptional care for every detail."

Kayque, apprentice, 21 years old

B-EPIC

BRAZILIAN ENTERPRISE PRODUCTIVITY AND INCLUSION CLUB

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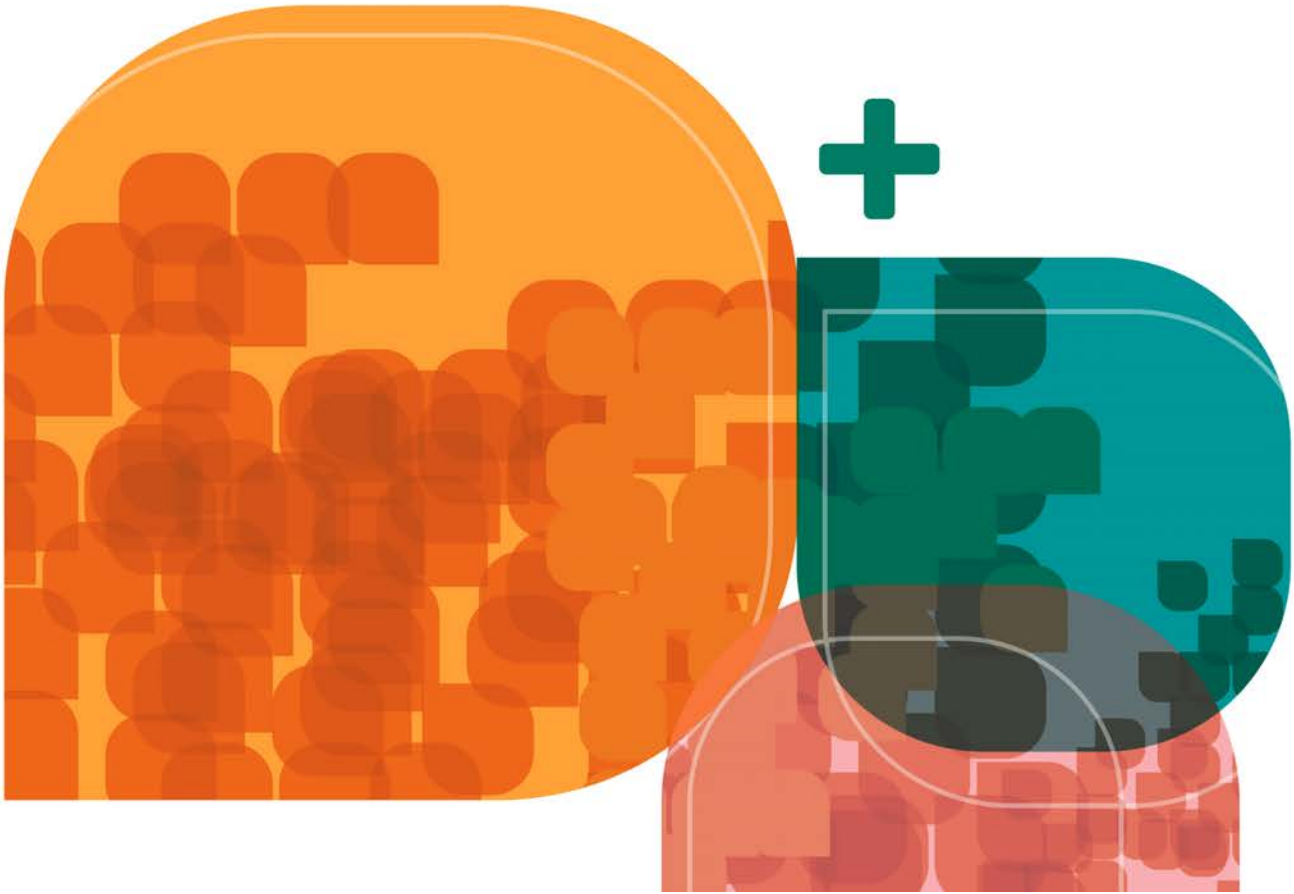
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