Dear Referee,

First, we would like to thank you for your valuable contributions.

We agree to most of your suggestions and/or recommendations. However, some of them were not implemented due to lack of space, scope and /or time until the closure of the edition (time defined by the editor of the journal for closing that special issue).

As a matter of fact, in much of the paper, we tried to present **$AVEPI,** which is an **educational software of free access**, the result of our development (research-action) for three years, supported by CNPq, Araucária Foundation and UTFPR. In the text of the paper, we have reported our experience on using **$AVEPI** in undergraduate and graduate courses (latu and stricto-sensu), and in minicourses, one of them conducted in ENEGEP 2016.

Thus, we hope to discuss the teaching and learning aspects more deeply in another opportunity (by the way, one member of our team has a doctor's degree in Education). However, in order to achieve that, we must conduct a survey with all users of the system.

According to the presented text, the purpose of the present paper is to show that the computational tool was developed to support the teaching and learning process. Thus, a further research needs deeper studies in order to check the "gains" from the use of the proposed tool. What we have so far are the reports of our academicians, which we highlight in the text.

In the text, we are not discussing methods and/or techniques of investment analysis, but the use of the computational tool to support the teaching and learning process of Economic Engineering. However, we highlight in the paper text all methods and techniques that were incorporated in **$AVEPI** and the concern about the educational bias in the development of the software. Besides, we discuss the use of the system regarding two different teaching approaches. Therefore, we understand that the paper is pertinent in that special call, as the editor and the other copy editor signaled.

We wrote a report about the teaching methodology we have adopted for the discipline of Economic Engineering in several courses by using **$AVEPI**, in which the academicians (in groups) choose a real investment project that will be developed during the school semester, and the closing will be a presentation to other classmates and the writing of a scientific paper. Therefore, we wrote a report in the text about our experience with that approach by using the **$AVEPI**.

Finally, it is important to point out that most engineers have as one of their competences the economic evaluation of investment projects in real assets in their area of expertise. However, traditional teaching, which uses HP-12C and/or templates (MS-Excel, for instance) – we talk about our own teaching experience of over 20 years in that area – takes too much time and does not allow the deepening of that topic in the discipline of Economic Engineering or Investment Analysis (or some others related). In that context, **$AVEPI** was developed. In the present paper, we discuss the advantages of **$AVEPI** from our experience.

Further comments, occasional (or more specific), were implemented in the text of the paper. Besides, some pertinent "points" were inserted throughout the text concerning the influences of the use of that tool on teaching/learning Economic Engineering. We have found empirical evidence that the use of **$AVEPI** improves the teaching and learning process. This is documented in the text of the paper through the academicians' reports.

The authors.