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**UN GC and PRME Cooperation
for SDG Implementation**

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Overview

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- 2. Science System and SDGs**
- 3. How to Change Higher Education? Shaping the Future Business Leader**
- 4. Recent (Champions) Projects**
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1 Introduction and Background



1 Introduction and Background

- Goal 1 End **poverty** in all its forms everywhere.
- Goal 2 End **hunger**, achieve food security and improved nutrition and promote sustainable agriculture.
- Goal 3 Ensure **healthy** lives and promote well-being for all at all ages.
- Goal 4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.**
- Goal 5 Achieve **gender** equality and empower all women and girls.
- Goal 6 Ensure availability and sustainable management of **water** and sanitation for all.
- Goal 7 Ensure access to affordable, reliable, sustainable and modern **energy** for all.
- Goal 8 Promote sustained, inclusive and sustainable **economic growth**, full and productive employment and **decent work** for all.
- Goal 9 ...

1 Introduction and Background

4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

4.3 By 2030, ensure **equal access** for all women and men to **affordable and quality** technical, vocational and **tertiary education, including university**

4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

4.7 By 2030, ensure that **all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.**

1 Introduction and Background

4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

4.b **By 2020**, substantially expand globally the number of **scholarships** available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in **higher education**, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

4.c By 2030, substantially increase the **supply of qualified teachers**, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

1 Introduction and Background

UNESCO Education for Sustainable Development (ESD)

“Building peace in the minds of men and women”

2005-2014 UN Decade of ESD

2015-2030 Global Action Programme (GAP) on ESD

- “ESD is about enabling us to constructively and creatively address present and future global challenges and create more sustainable and resilient societies.”
- “Sustainable development cannot be achieved by technological solutions, political regulation or financial instruments alone. We need to change the way we think and act. This requires quality education and learning for sustainable development at **all levels** and in all social contexts.”

2 Science System and SDGs

- 2007: GC companies and accreditation institutions recognize importance of future leaders, their awareness, knowledge and skills
- 2011: WBGU (Great Transformation): SD not possible without transformation of science system, i.e. research activities and (higher) education
- 2015: SDGs New quality, reliable orientation: “Sustainable” more clearly specified – not as open and unprecise as many claim.
- Shared responsibility: each stakeholder specifically – but also in partnerships to reinforce impact: academia + companies

2 Science System and SDGs

Hypothesis / Diagnosis (see e.g. WBGU 2011): SD not possible without the contribution of the science system

a) Independent **research institutions**: governance structure → definition of priorities, agenda-setting, programs (e.g. Hightech Strategy). Critique: Inner circle of experts, industry lobbyists and bureaucrats.

b) **Universities**: Art. 5 III GG: Freedom of research and teaching. Inherent logic and academic success criteria (i.e. peer-reviewed journal articles): rigor vs. relevance. Interest in puzzle solving, not real-life problems (ivory tower not watch tower).

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2 Science System and SDGs

	<i>Teaching</i>	<i>Research</i>	<i>Community Services</i>	<i>Operations</i>
Board, Senat Rector, Deans				
Faculty (professors), Staff				
Students	https:// netimpact.org/); sneep; ...			
Stakeholders (companies, NGO, CSO)				

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2 Science System and SDGs

- Universities role(s) in supporting SDG implementation in companies: information (roadshow), consulting, specific (student) projects (breakthrough innovation..)
- Companies responsibility (influence) – without violating university autonomy: projects, stakeholder advice, board members
- Labor market demand, i.e. recruiting graduates (and internal HR development): skill set, mind set, recruiting process (test, assessment)
- Other stakeholders: applicants’/students’ search process and decision making and (academia reacting to their needs / fashions)

3 How to Change Business Education?

- How to change B-Schools: Transformational Model (PRME)
 - Contents: Programs and curricula
 - Method: experiential learning (Hotspot project): inter- and transdisciplinary
 - Measurement / AoL (of knowledge vs. skills): SULI-Test
- Role of accreditation institutions: EFMD, AACSB – ask for explanations on RME
- What role(s) for companies? Do companies contribute? Public good and free-rider problem
- GC companies: commitment to the principles and to the SDGs includes responsibility for SD-quality of management education → obligation to investment in a public good with only minor/uncertain direct returns
- Shaping the future business leader (GC LEAD project)

PRME Transformational Model



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4 Recent Projects

PRME schools and GC LN: **SDG Roadshow-(Pilot-)Project** (starting in UK/Ireland and DACH-Region):

Learn how to improve / accelerate implementation of SDGs by cooperation of (GC) companies and (PRME) universities – including/mobilizing students.

Objectives:

- **What:** Information / awareness and knowledge about SDG in the context of the grand global challenges
- **Why:** Relevance for the business sector in general and companies in Germany specifically (background: National Sustainability Strategy)
- **How:** Support for practical implementation – from target setting to (e.g. reporting) tools

Outputs:

- Roadshow-events (5-6 in Germany; 17 in UK/Ireland; ...)
- Stimulating regional partnerships (networking)
- Report for global distribution (Begleitforschung)

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4 Recent Projects

GC LEAD + PRME + SG Envoy on Youth: **Engaging Students**

Background

- Involving students and youth will be crucial to advancing the *2030 Agenda for Sustainable Development*. Today's youth will be the leaders of tomorrow, and their role will be pivotal in tackling the development challenges of the 21st century. **Business students** in particular will be key to addressing these challenges through their involvement in the private sector.
- In order to engage the next generation of business leaders and tap into their sustainability mind-set, PRME has identified a number of opportunities to empower students to support and advance the SDGs by proactively identifying, analysing, and sharing the achievements of companies' activities related to the SDGs.

Expected outcomes

- Participating students will receive valuable learning experiences by researching companies' sustainability efforts and innovative business solutions to challenges related to the SDGs. Faculty members of PRME signatory business schools are planning to use the exercise as part of the coursework. Meanwhile, companies will have their reports analysed and validated by students, with the most successful reports highlighted for making significant progress in their industry, serving as a source of knowledge and inspiration to the learning communities of the UN Global Compact and PRME. The outcomes will feed into the UN's High-level Political Forum (HLPF) to assess progress on the SDGs.
- The project is aligned with the strategic priorities of the UN Global Compact and PRME of tracking and measuring business impact on the SDGs and to leverage students to demand change in business schools.

4 Recent Projects

Engaging Students Project Proposals

- (1) In partnership with the digital crowdsourcing platform *wikirate*, students will extract and **analyse** information from the UN Global Compact's public database of **Communication of Progress (COP) reports** as part of their business school course work. They will develop a solution for aggregating and analysing data on companies' actions in support of the SDGs.
- (2) In partnership with *AIM2Flourish*, PRME (advanced) signatories will identify **innovative business solutions** to achieving the SDGs. The identified innovative solutions will be submitted to the AIM2Flourish database with a collection of business innovations that *do good and do well* (for the *Global Marketplace for Solutions*).
- (3) **Breakthrough Innovation Challenge (BIC)**: Develop innovative solutions to **company-defined** sustainability challenges. **Corporate teams** of young intrapreneurs are tasked with developing solutions. The corporate teams invite students from PRME schools to form (interdisciplinary) teams to submit initial ideas to the challenge – and work (online) with the students on the solutions. Results will be presented at the Global Compact Leaders Summit in September 2017.

<https://www.unglobalcompact.org/take-action/leadership/integrate-sustainability/breakthrough-innovation>

5 Room for Improvement

- **More companies with more intensive engagement** (e.g. 350 in Germany: 350). Deficiency in GC profile / brand: It is (not) perceived as the platform for all companies which understand the urgency and significance of the UN SDGs and the benefits of collaboration in SDGs implementation (while also doing their “homework”).
- Companies’ **HR management**: SDG-aware companies could do better in translating their strategy into labor market demand = career prospects. Companies’ recruitment policy and communication has to change.
- Other Stakeholders: **accreditation institutions** (AACSB, EFMD, ...) could do better in testing the schools’ claims of RME (PRME activity as an indicator, SIP as part of the self-evaluation report etc.)
- Public universities: **Government** (federal and state ministries) could be more supportive: visibility, ... financial incentives.
- Science system in all dimensions (teaching, research, transfer) and with all relevant stakeholders (students, faculty, administrators) is a inertial system, changing (too) slowly.

5 Room for Improvement

- Cooperation companies (GC) and universities (PRME) could be much more intensive. Obviously there are barriers on each side – which need to be analyzed and addressed. Some research might be necessary to have a clearer understanding (of costs and benefits).
- If engagement for SDG implementation has public good character, positive external effects we have a good justification for government support. This could be different from other forms of university-company-partnership.
- In sum: PRME strategic focus on GC and on students could increase the SDG awareness and capacity of these stakeholders – and both of these stakeholder groups could strengthen B-schools’ focus on the SDGs. The tricky question obviously is: How to raise these win-win-potentials? As economist “competition” is the standard answer: Those universities and companies who understand the challenges and (collaboratively) work on solutions will prosper. Others without this strategic orientation will suffer and decline. Given the urgency of the global (climate, biodiv, peace, poverty, ...) challenges, trust in these forces is not enough – it needs additional engagement of all.

References

Higher Education Sustainability Initiative (HESI): UNESCO+UNEP+DESA+GC+PRME+UNU+UN-Habitat <https://sustainabledevelopment.un.org/sdinaction/hesi>

UNESCO: <http://en.unesco.org/themes/education-sustainable-development>

EFMD Higher Education Research Conference, Barcelona, 10/11 Oct 2016:

- Mathias Falkenstein (University of Bath, School of Management): The Development of Responsible Management Education in European Business Schools and Accreditations

- Della Bradshaw (Former Business Education Editor, Financial Times): What Has Management Education Achieved in the Last Twenty Years? What Is the Future Holding for Business Schools?

AACSB Affinity Group Responsible Management Education:

<http://www.aacsb.edu/membership/affinity-groups>

APPENDIX

Introduction and Background

- **Old** development paradigm: Catching-up by rapid GDP **growth** in LDCs
- **Diagnosis**: not possible for 9-10 billion people on a limited planet (“*planetary boundaries*”) – if we want to respect the equal rights of future generations (inter-generative justice)
- **New** paradigm: **sustainable development (SD)**, socio-economic progress respecting environmental limits

1972 UN Conference on the Human Environment, Stockholm

1987 **Brundtland** Report “Our Common Future” (UN World Commission on Environment and Development WCED)

1992 Rio Conference Earth Summit (Agenda21, Convention on Climate Change UNFCCC, Convention on Biodiversity CBD)

1997 Kyoto Protocol

2000 MDGs 2000-2015

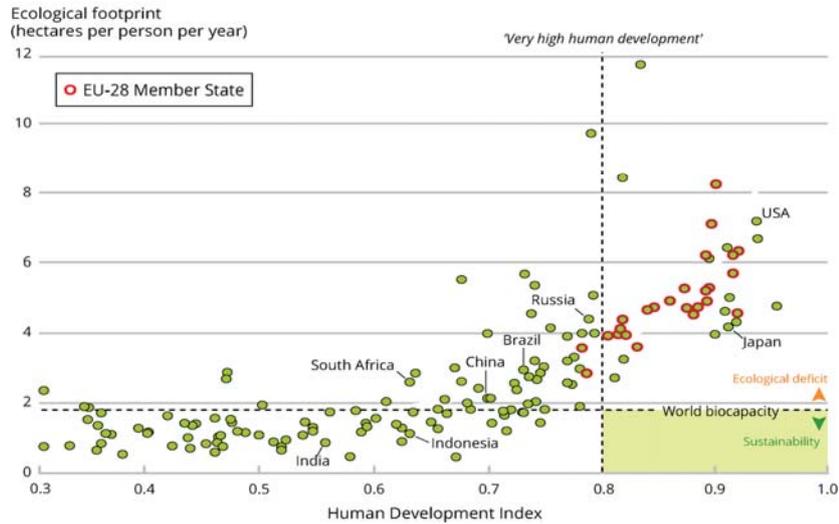
2015 Conference on Climate Change Paris (COP21): < 2° C

2015 **SDGs 2015-2030**

Introduction and Background



Introduction and Background



Source: EEA (2015)

SDG Compass (by GC 2015)



Step 01 Understanding the SDGs

What are the SDGs?
Understanding the business case
The baseline responsibilities for business



Step 02 Defining priorities

Map the value chain to identify impact areas
Select indicators and collect data
Define priorities



Step 03 Setting goals

Define scope of goals and select KPIs
Define baseline and select goal type
Set level of ambition
Announce commitment to SDGs



Step 04 Integrating

Anchoring sustainability goals
within the business
Embed sustainability across all functions
Engage in partnerships



Step 05 Reporting and communicating

Effective reporting and communication
Communicating on SDG performance