

# Do Brazilian Business Schools prepare future financial executives to account for SDGs?

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# Agenda

- 1) Research Question and Motivation
- 2) Context and literature review
- 3) Methodology and Sample
- 4) Preliminary results (not concluded)
- 5) Conclusions (in progress)


# 1) Research Question and Motivation

**Do Brazilian Business Schools prepare future financial executives to account for SDGs?**



**12 RESPONSIBLE CONSUMPTION AND PRODUCTION** Ensure sustainable consumption and production patterns

Indicator 12.6.1: Number of companies publishing sustainability reports



“47... We acknowledge the importance of corporate sustainability reporting and **encourage companies**, where appropriate, especially publicly listed and large companies, **to consider integrating sustainability information into their reporting cycle..... paying particular attention to the needs of developing countries,....”**

Source: Document of the 2012 United Nations Conference on Sustainable Development (Rio +20 Conference)



# Effects of implementation of indicator 12.6.1

- About 40 per cent of 244 SDG indicators are directly or indirectly related to **corporate disclosures** (requested by indicator 12.6.1)

(Source: <https://wedocs.unep.org/bitstream/handle/20.500.11822/30663/CSRHdb.pdf?sequence=1&isAllowed=y>)

- The results of SDG 12.6.1 indicator can contribute to:
  - Generate data that can then be used to measure progress against a range of the SDG targets;
  - Provide details on different aspects of each topic represented by an SDG indicator
  - Provide valuable topic-related expertise and perspectives

# Literature review

## *Why Business Schools?*

Sample: Of the 119 respondents, 71 are professionals and others are university faculty members.

### *6.2. Preparers of Sustainability Reports*

There are different departments in companies that can be considered responsible for preparing sustainability reports. Nevertheless, according to our findings, management accounting department or another reporting department-except for financial accounting - is responsible for sustainability reporting. It should be noted that the ultimate responsibility of sustainability reports is with the board of directors. Certainly, companies and professional institutions should provide the necessary background like required training for those personnel who prepare of sustainability reports.

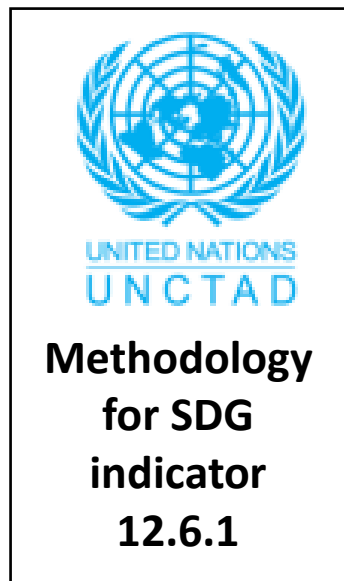
Mashayekhi, B., Taheri, H. S., & Taheri, M. M. (2019). A Survey on Corporate Sustainability Reporting: The Case of Iran. *Journal of Finance and Accounting*, 7(3), 76.

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# Literature review

## *CSR Reporting*



### 3. A minimum requirement for the inclusion of a company in the indicator

... to align with the disclosures that appear in existing related reporting frameworks, including:  
the **Integrated Report framework (IIRC)**,  
the **Global Reporting Initiative Standard (GRI)**,  
the **Sustainability Accounting Standards Board (SASB)**.

..... they may continue to use these frameworks and be counted towards the indicator.

Source: UNCTAD. (2019) Methodology for SDG indicator 12.6.1-Proposal from the Custodian Agencies , May-2019.

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# Literature review

## *The way by education*

- Sample of 16 sustainability assessment tools, including AISHE method



**Table 2** Areas addressed in sustainability assessment tools for HEIs

Area	Share (%)
Governance	39
Operation	44
Education	8
Research	5
Outreach	4
Total	100

Source: Yarime, M., & Tanaka, Y. (2012). The issues and methodologies in sustainability assessment tools for higher education institutions: a review of recent trends and future challenges. *Journal of Education for Sustainable development*, 6(1), 63-77.

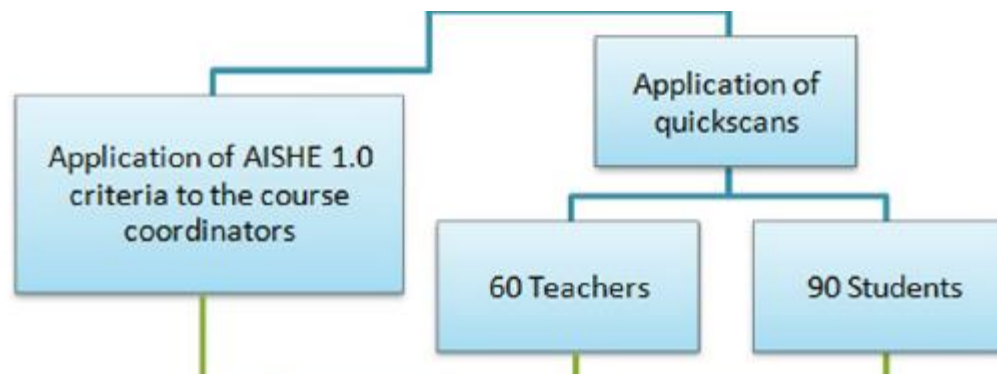


# Literature review

## *Brazilian Case, using AISHE method*



The University of Passo Fundo, in southern Brazil, is a community university with around 20 thousand students, 1100 teachers and 1000 employees. It is located in 7 campuses with 54 graduation courses, 7 technical courses, 45 specialization courses, 7 master degree courses and 1 doctorate.



Fonte: Brandli, L. L., Frandoloso, M. A. L., Roorda, N., Fraga, K. T., & Vieira, L. C. (2014). Evaluation of sustainability using the AISHE Instrument: case study in a Brazilian University. *Brazilian Journal of Science and Technology*, 1(1), 4.



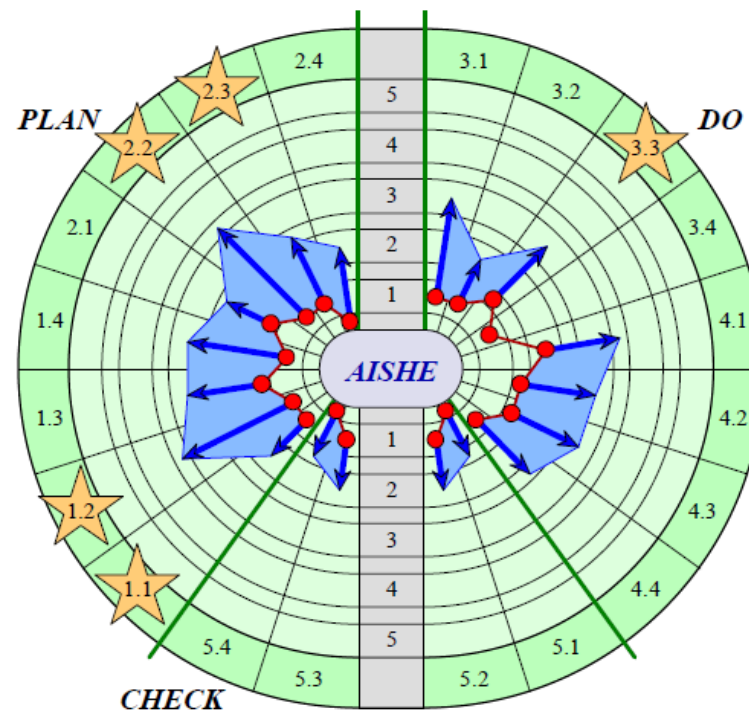
# Methodology and Sample

## Brazil, n = 22 Business Schools



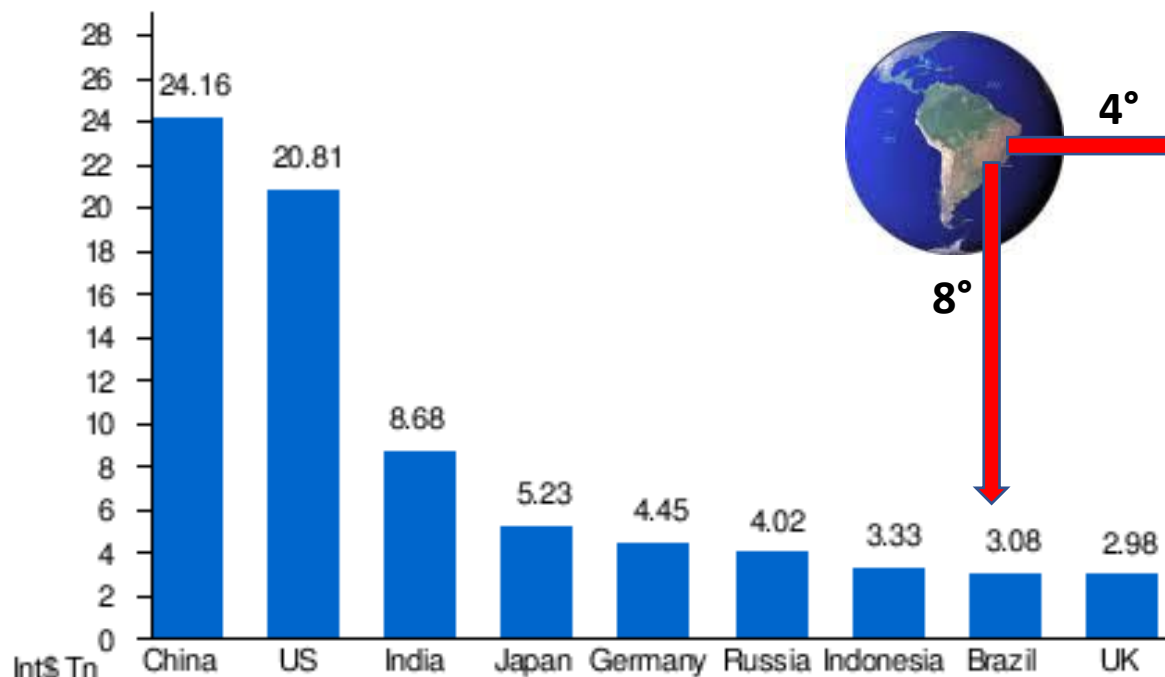
## AISHE - Auditing Instrument for Sustainability in Higher Education

Niko Roorda  
[nroorda@planet.nl](mailto:nroorda@planet.nl)



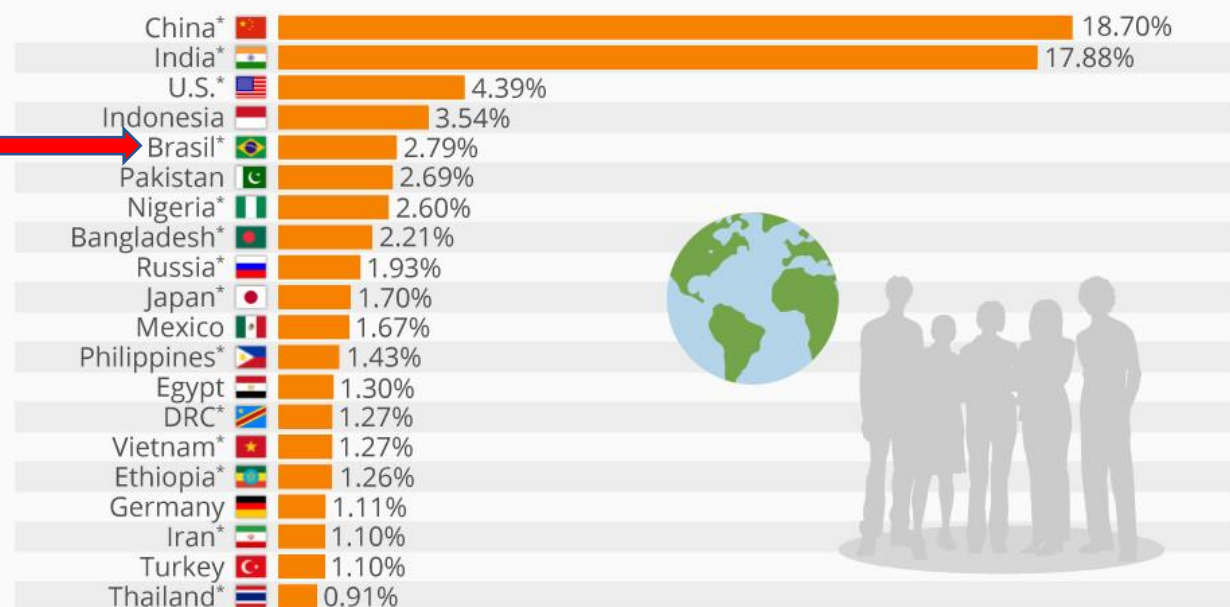
# Brazil in the world

List of countries by GDP (PPP)



The Most Populous Nations on Earth

Share of the world population by country (2018)

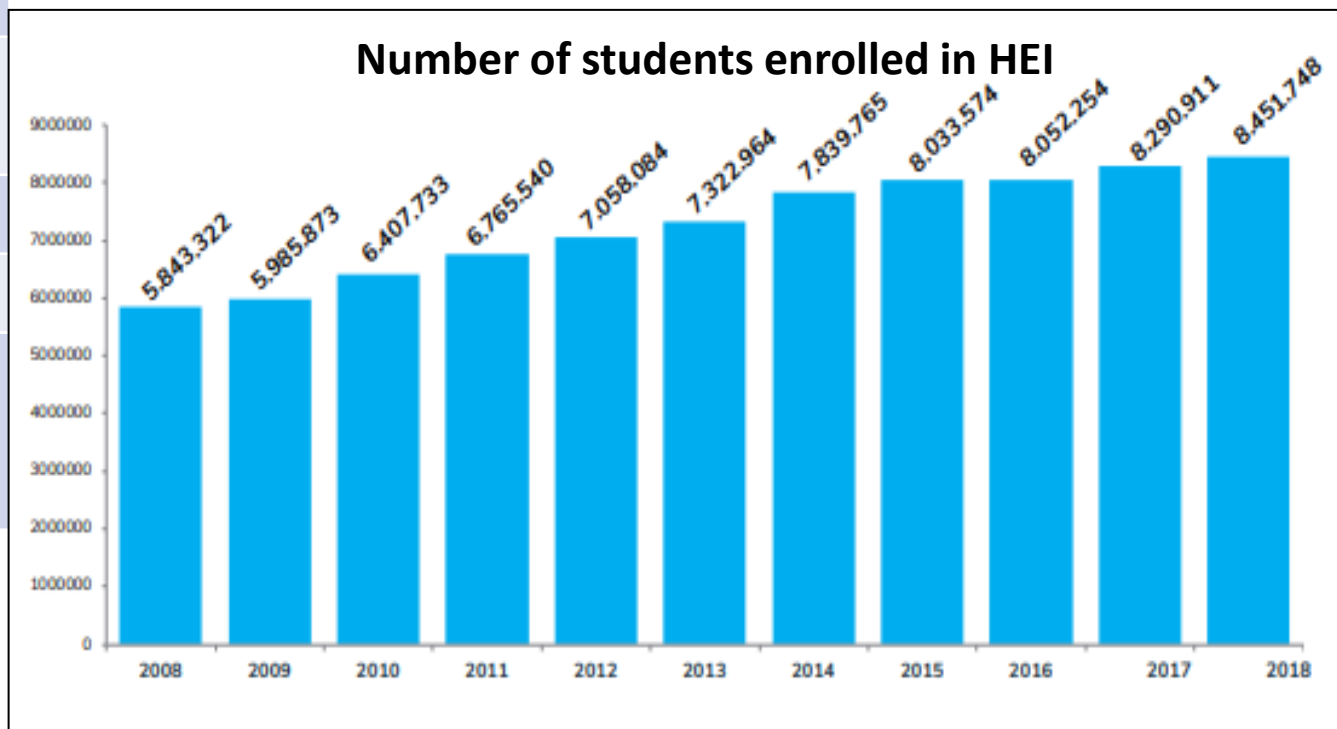


\* countries with estimated population size  
 @StatistaCharts Source: IMF



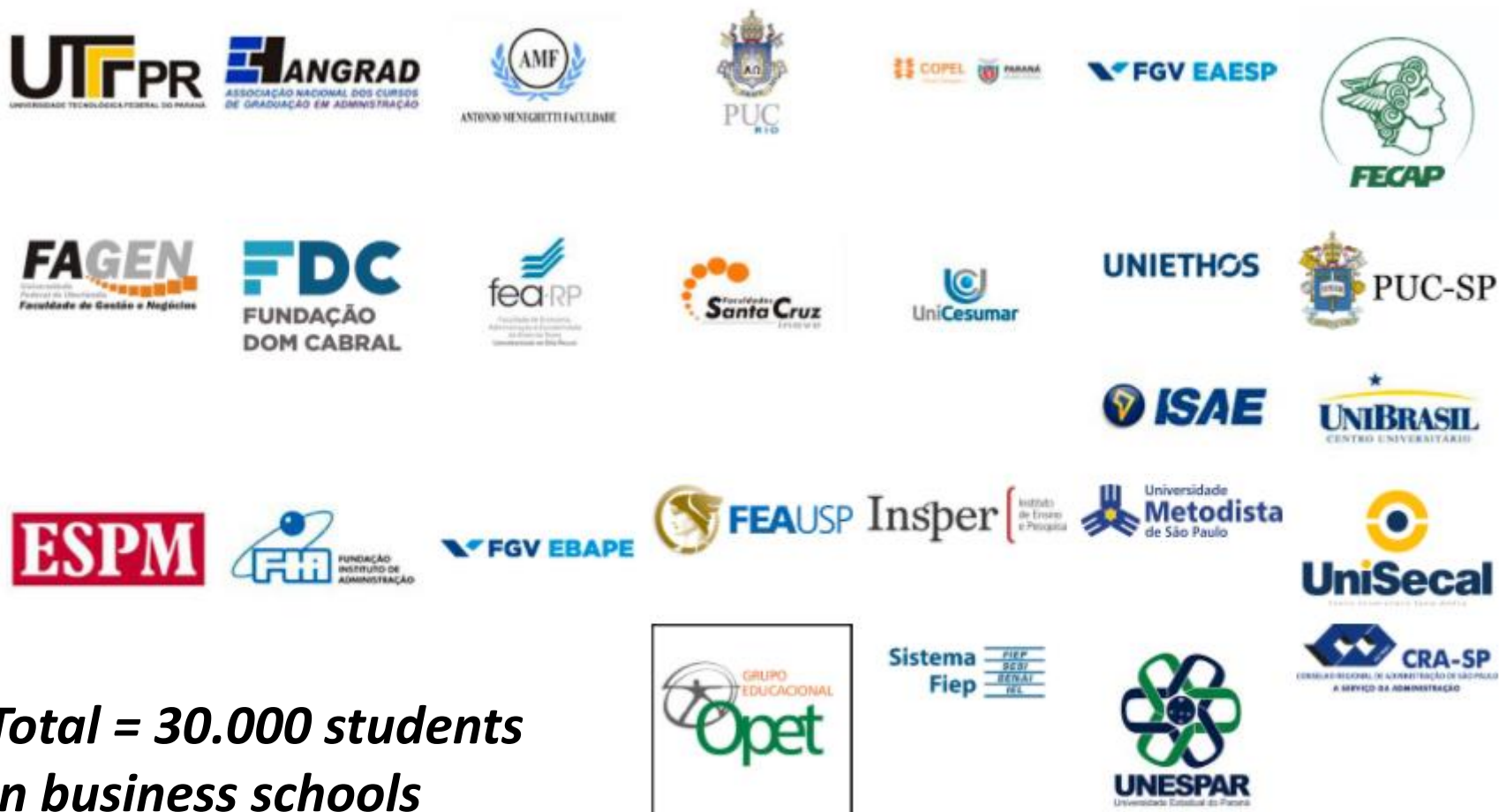
# Contexts in the Brazilian education

Brazilian population	in 2018 =	209,5 million
	HEI	Students
Students in HEI (2018)		8.451.748
HEI (universities, others)	2.537	
Undergraduate courses	37.962	
Business Schools:		
-Business Administration	2.686 (7%)	645.474 (8%)
-Accounting	2.062 (5,5%)	358.103 (4%)



# Sample: N=22, from PRME Brazil

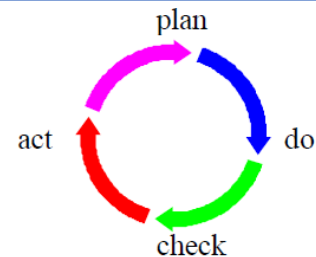
**PRME** Principles for Responsible Management Education  
CHAPTER BRAZIL



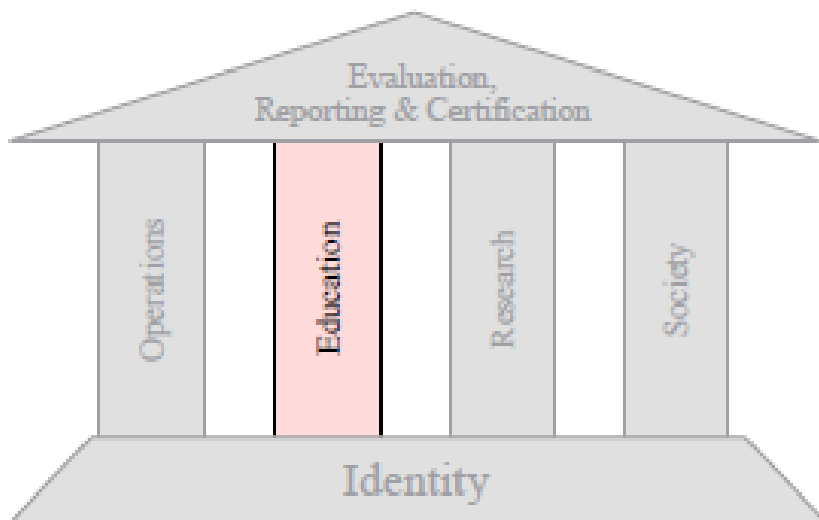
**Total = 30.000 students  
in business schools**

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# Methodology: AISHE

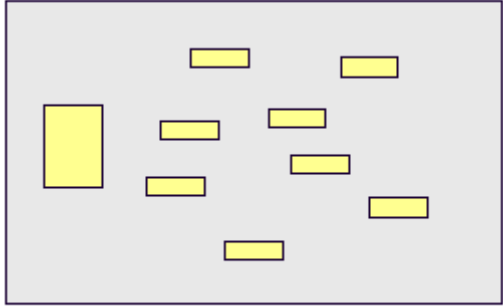


## The Education Module

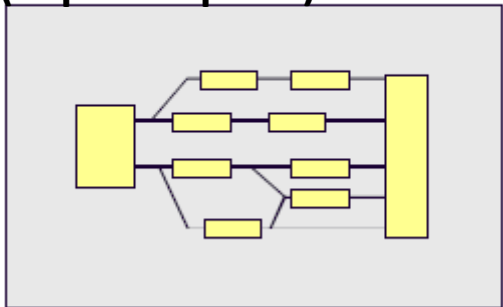


<i>DO</i>	E-6. Output Assessment	<i>ACT</i>
	E-5. Interdisciplinary Integration	
	E-4. Thematic Integration	
	E-3. Awareness & Basics	
E-2. Methodology		
<i>PLAN</i>	E-1. Goals	

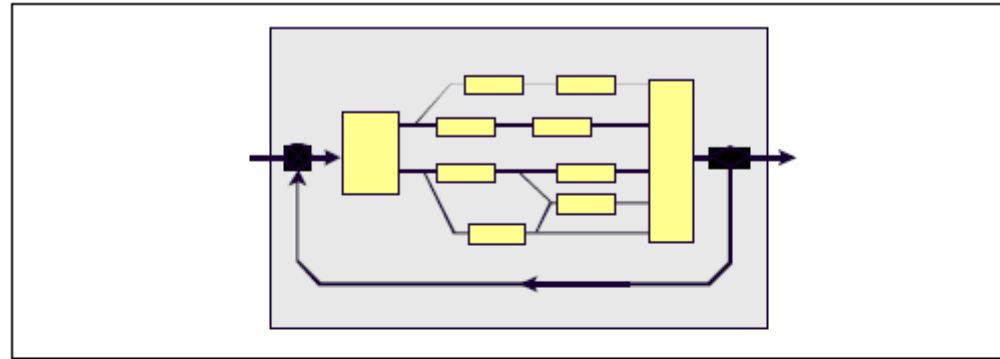
# Methodology: AISHE - Stages



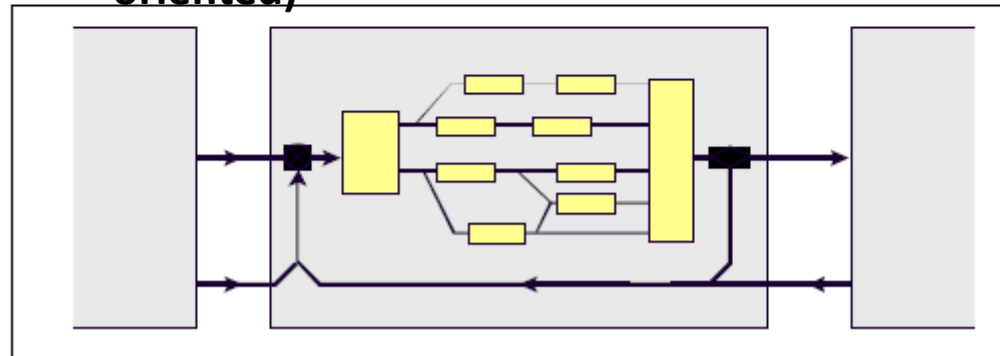
**Stage 1: Activity oriented  
(Separate parts)**



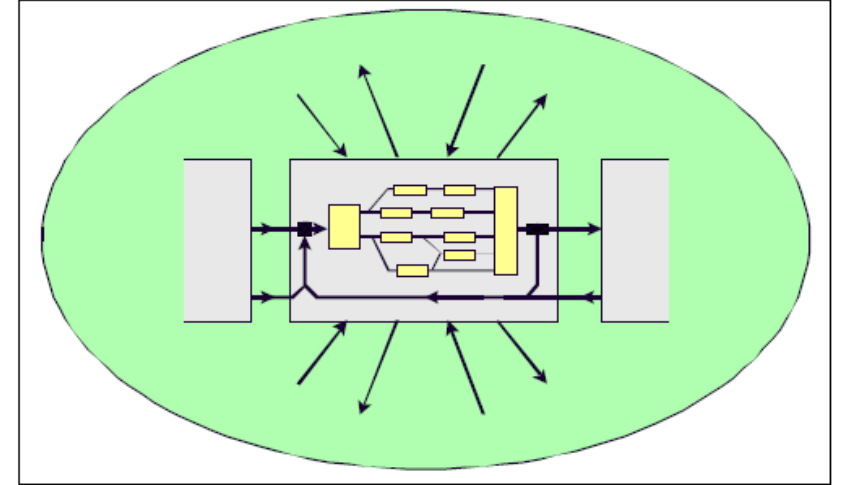
**Stage 2:  
One  
Process  
oriented**



**Stage 3: Process with feedback (System oriented)**



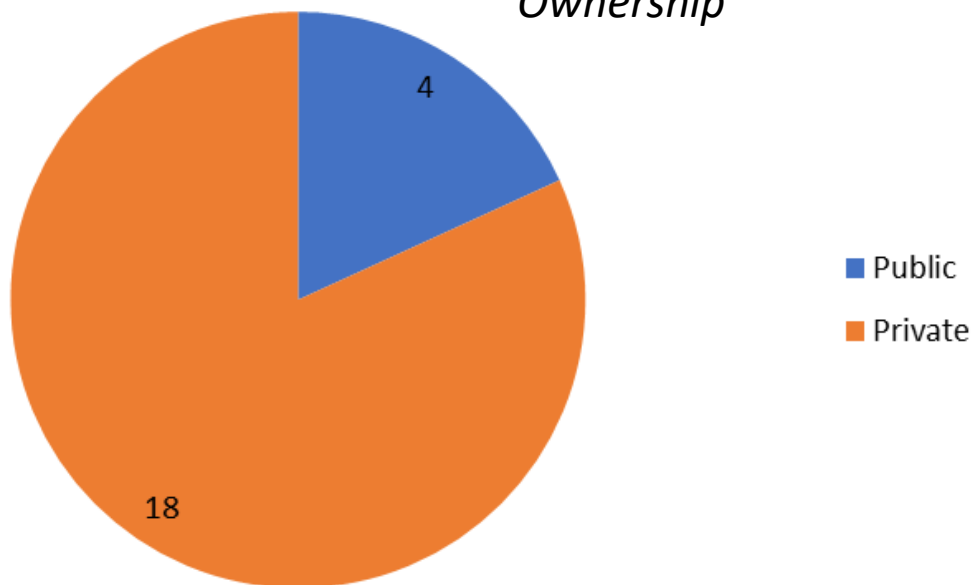
**Stage 4: Part of a chain of processes  
(Chain oriented)**



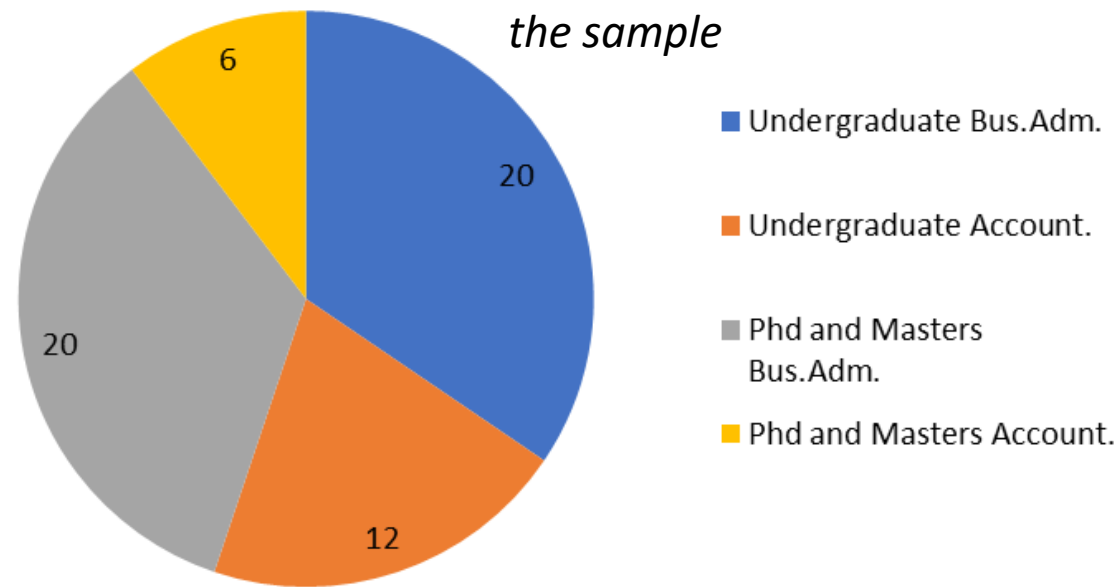
**Stage 5: Part of society  
(Society oriented)**

# Sample, N=22 business schools of PRME Brazil

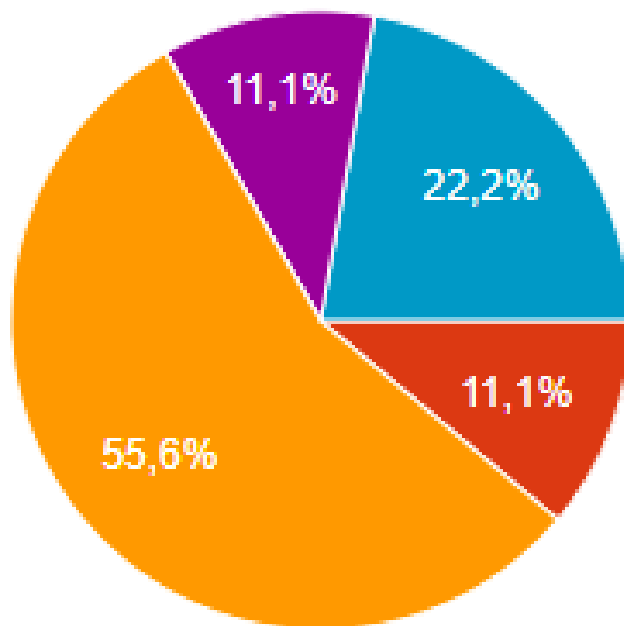
*Ownership*



*level of business courses in the sample*



# 1. The educational objectives related to the SD for the **STUDENT PROFILE**

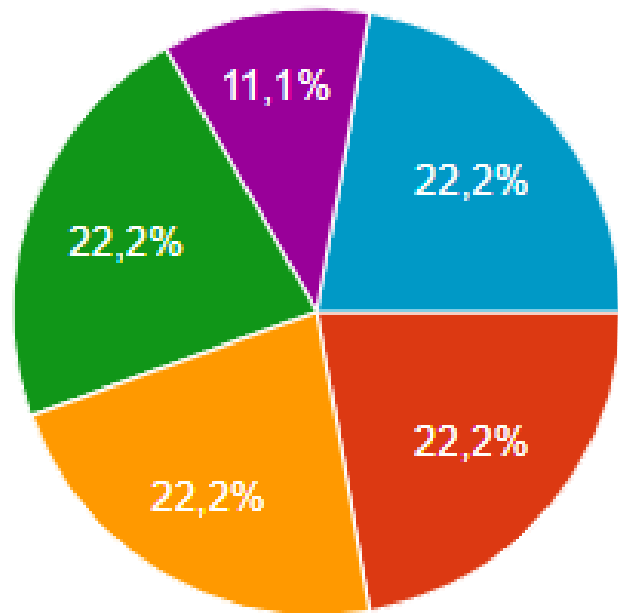


## Five Stages

- 0. DOES NOT FIT the course.
- 1. Activity-oriented: the PROFILE of the egress contains **SOME ASPECTS** related to SD.
- 2. Process-oriented: SD is **EXPLICITLY MENTIONED** in the egress profile.
- 3. System-oriented: the course **PROVENLY** contributes to SD by improvements.
- 4. Chain / network oriented: contributes to SD at the sustainable **INNOVATION**.
- 5. Society-oriented: organization fulfills a **LEADERSHIP ROLE** with regard to SD egress profile.



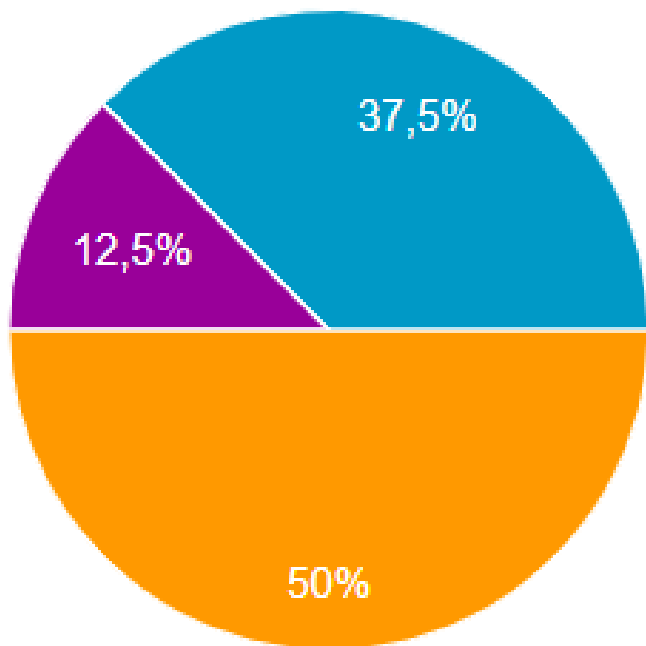
# 2. Most applied educational **METHODOLOGIES**



## Five Stages

- 0. DOES NOT FIT the course.
- 1. Activity-oriented: encourage **ACTIVE** and **REFLECTIVE** learning.
- 2. Process-oriented: the **INNOVATION** is **STIMULATED**.
- 3. System-oriented: stimulate **ACTIVE, REFLECTIVE learning and INNOVATION**.
- 4. Chain / network oriented: contributions by business professionals/**EXPERTS**
- 5. Society-oriented: students receive feedback from a variety of actors in **SOCIETY**

# 3. Introduction to the **BASIC CONCEPTS** of SD

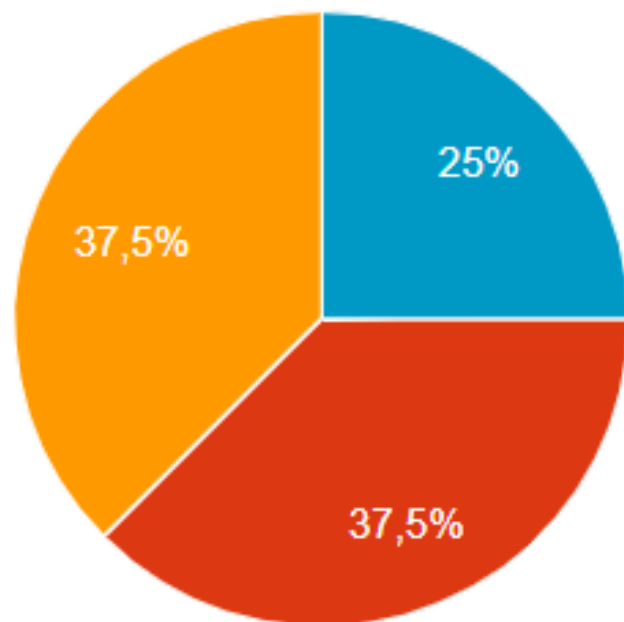


## Five Stages

- 0. DOES NOT FIT the course.
- 1. Activity-oriented: the basic concepts are studied at the **BEGINNING** of the course.
- 2. Process-oriented: Basic knowledge has its own position in the **CURRICULUM**.
- 3. System-oriented: Implemented systematically in the **ENTIRE CURRICULUM**
- 4. Chain / network oriented: evaluation and adjusted regular with the aid of **EXPERTS**
- 5. Society-oriented: **SOCIETY** representatives significantly contribute to the study of basic concepts



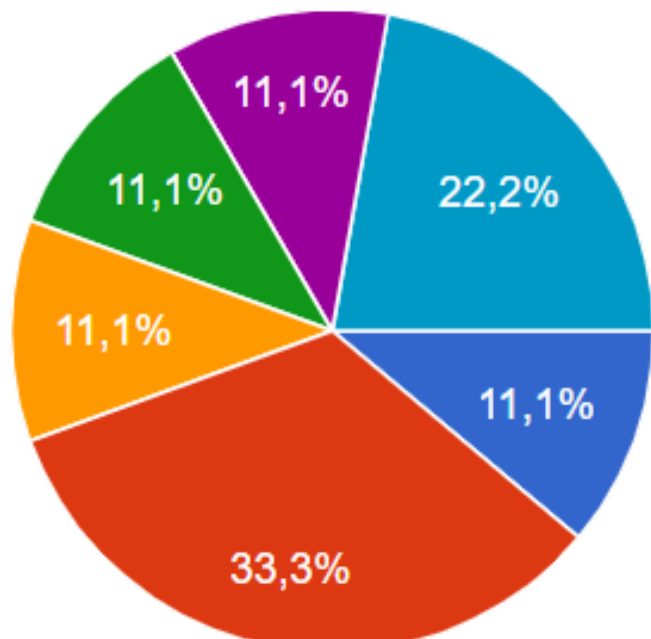
# 4. INTEGRATED Problem Handling



## Five Stages

- 0. DOES NOT FIT the course.
- 1. Activity-oriented: **INTEGRATION** of some elements are taken place
- 2. Process-oriented: repeated subjects are **RELATED** with each other in the course.
- 3. System-oriented: designed systematically to practice in a **GROWING COMPLEXITY**.
- 4. Chain / network oriented: experts contribute **SIGNIFICANTLY** to the **STUDIES**
- 5. Society-oriented: **SOCIETY** contributes significantly to the **STUDIES**

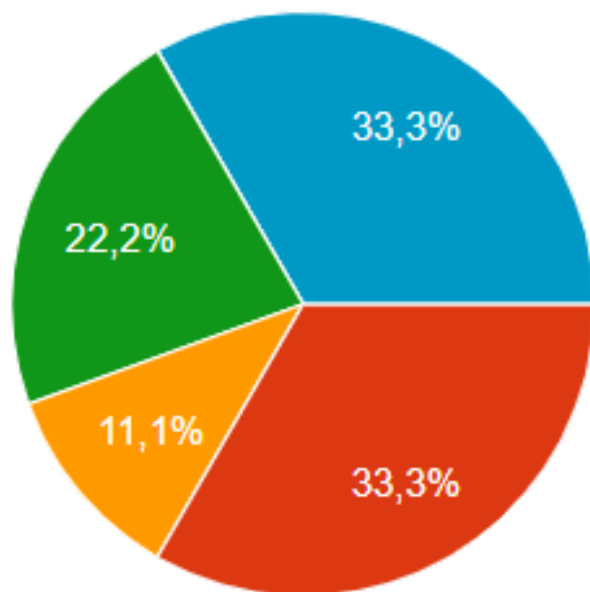
# 5.SD curriculums are INTERDISCIPLINARY



## Five Stages

- 0. DOES NOT FIT the course.
- 1. Activity-oriented: CONNECTIVITY and complexity are **EXPLICIT** objectives
- 2. Process-oriented: The **RELATIONSHIP** between connectivity and SD is explicit
- 3. System-oriented: The level of connectivity **INCREASES** throughout the curriculum
- 4. Chain/network oriented: connectivity are **PRACTICED** in an interdisciplinary manner
- 5. Society-oriented: connectivity are **PRACTICED** in an transdisciplinary manner

## 6.RESULT ASSESSMENT: research projects, undergraduate theses or final discipline reports

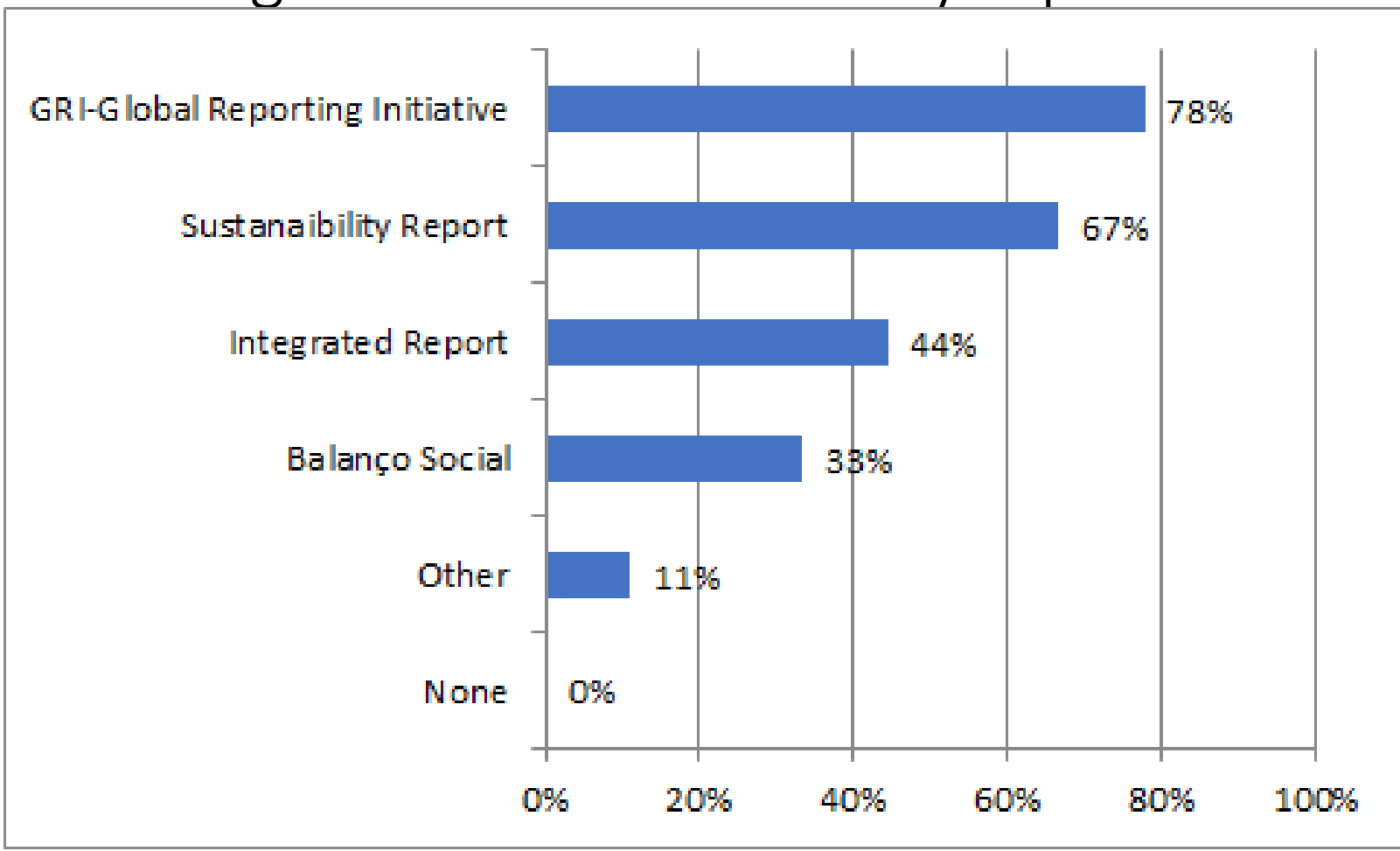


### Five Stages

- 0. DOES NOT FIT the course.
- 1. Activity-oriented: there are a **VARIETY** of undergraduate and graduate SD projects
- 2. Process-oriented: as part of the **EVALUATION** of the students
- 3. System-oriented: SD is **REQUIRED** for undergraduate and graduate projects
- 4. Chain/network oriented: experts are actively **ENGAJED**
- 5. Society-oriented: Society leaders are **ACTIVELY** involved.



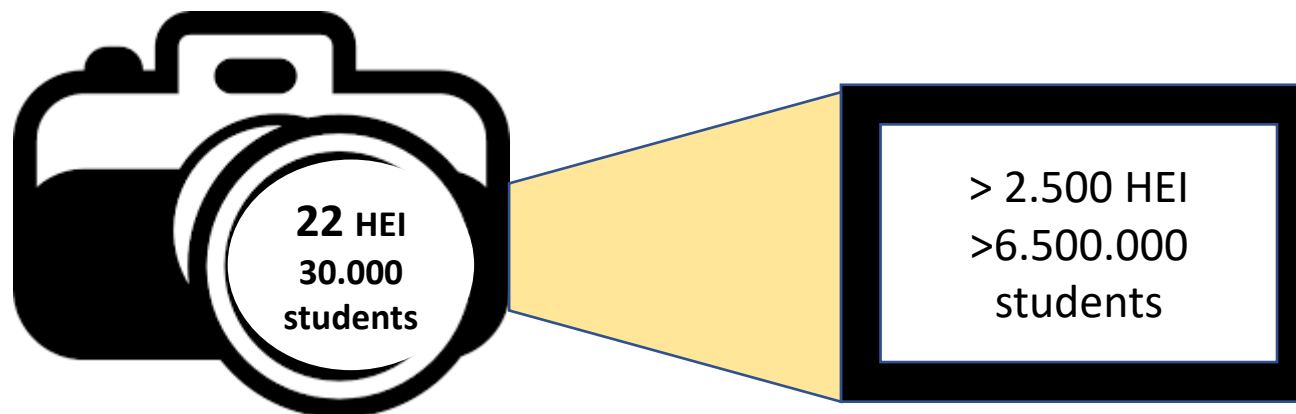
7.The SDG 12.6.1 indicator encourages sustainability reporting. In your institution's course (s) curriculum (s) EXPLICITLY, there are the following forms of sustainability reports:



# Conclusion

*(in progress)*

- SD content in PMRE schools' curricula is:
  - still basic, with little interdisciplinarity,
  - but with a variety of undergraduate and graduate SD projects with innovations and good participation by society
- Less than 50% of PMRE schools teach corporate reporting based in Integrated Report Framework



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# Thank you!

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