



PRME Report June 2010

Hosei Graduate School of Environmental Management at Hosei University, Tokyo, Japan

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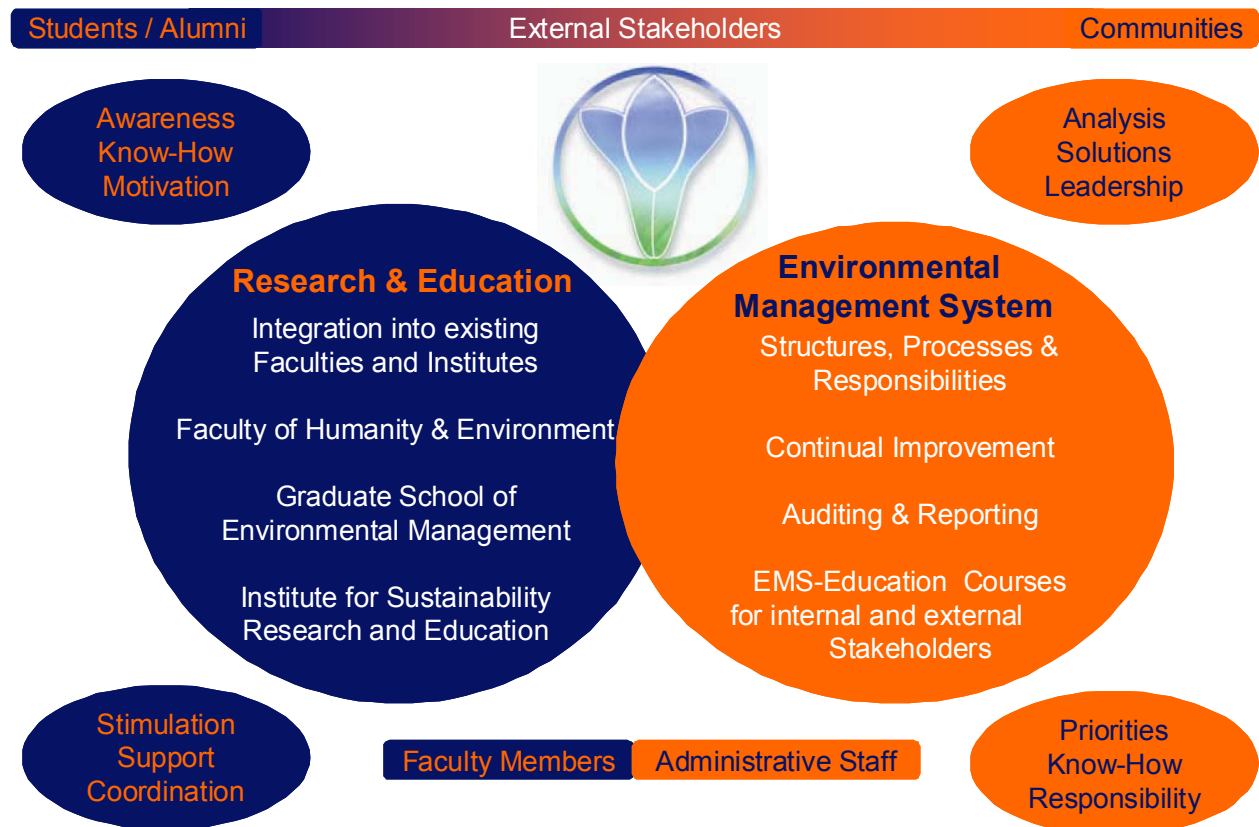
The context of our activities: HSGEM at Hosei University

Hosei University is among the largest private universities in Japan with about 30'000 students enrolled in 17 faculties as well as 15 graduate schools.

Founded in 1875 as Japan's first private law school, the leaders of Hosei have been strongly influenced by European social principles and aimed at providing liberal education for active members of society. Under the Vision "Open University 21" and initiated by then President Kiyonari, in 1997 the Green University initiative was launched, followed in 2005 by the Leading University initiative. Whereas the Leading University strategy addresses issues of social sustainability such as well-being, life-long learning, welfare and communities and shall result in an academic culture of social entrepreneurship, the Green University Initiative has already triggered substantial activities across all faculties and the university as an organization.

The Environmental Commitment of Hosei comprised the universities own operations (Green Campus) as well as education and research. With first units certified by 1998 as the first in Japan of today about 50 academic institutions, Hosei's Environmental Management System according to ISO14001 is fully integrated in the operations at our three campuses. It does not only involve all administrative units but also mobilizes faculty members as well as students in the continual improvement process. The Centre for Environmental Initiatives, responsible for the introduction and was recognized as the first academic body in Japan to offer a JAB and CREA accredited EMS auditor program.

Hosei's committee on environmental education has identified about 250 courses and seminars addressing social and environmental issues across all faculties. Against this background responsible education is not limited to business education, but rather a cross-cutting issue for a universal educational university like Hosei.



The Graduate School for Environmental Management (HGSEM), committed to the PRME Principles since 2008, is a direct offspring of the Green University Initiative. It is closely linked to the faculty of Humanities and Environment, which offers an interdisciplinary undergraduate programme to some 1200 enrolled bachelor students.

The HGSEM and its two year part-time programme is operated by a faculty of 18 full-time professors, many of them former bankers, managers, consultants, and governmental officers. The typical student at HGSEM has several years of professional experience and is responsible for some environmental management affairs in his or her organization or aiming at a qualification which enables to take such a role in the near future. The 50 students enrolled specialize in one out of three focal studies: Corporate Environmental Management, Regional Environmental Development and Community as well as International Environmental Cooperation.

Since its inception, the faculty of HGSEM reached out to academic, corporate and social stakeholders inside and outside Hosei University. Many of our members are engaged or lead initiatives that are very much in line with the PRME well beyond the limited scope of our small entity.

It is worth mentioning that Hosei University's Faculty of Law is operating the Hosei Research Center for the Support of the Global Compact, a research centre looking into the emergence of the UN Global Compact and promoting its principles in Japan. Since HSGEM has signed the PRME principles we have enjoyed fruitful collaboration with the members of this centre.

The Sharing of Information on Progress SIP Report provides us with an opportunity to exchange experience gained from the manifold activities with an international community and to review our impact in the context of Hosei University and its Sustainability stakeholders. The SIP therefore complements the already existing tradition of Hosei to prepare a comprehensive Environmental Report since 2004.

We have no doubt that the SIP contributes to the advancement of our mission within our school and we truly hope that it can motivate and inspire others on their path towards an effective implementation of the PRME principles.

Prof.Dr. Claude Patrick Siegenthaler
Prof.Akiko Okamatsu

Contact persons for PRME at HGSEM

Letter from the Dean

Dear Reader

The PRME initiative can be considered to form another important driver for the principles and values that are already embodied in many activities at Hosei and especially at the Graduate School of Environmental Management HGSEM.

When we adopted the principles in March 2007, it was embraced by all faculty members as it confirms the very foundations of the programs organized by our school. Indeed, we consider the PRME initiative to be most effective to recognise our efforts to be in line with other leading schools across the globe and hence the PRME adds many opportunities for Hosei to keep close to the evolution of management education.

As a small and entirely specialized Japanese institution of higher education in the field of sustainability our school is focussed on the needs and challenges faced by Japanese organizations and individuals, but we try our best to provide them with the latest international insights and a global, inclusive perspective in all fields of our expertise.

Our participation in the activities of PRME was focused on the valuable gatherings offered for the exchange of experience. This allowed us to expand our network not only abroad but also in Japan. It also enabled us to contribute a Japanese perspective to the international discourse about responsibility of and in business as well as academia. This resulted - among others - in a joint article on the emergence of CSR related education in Korea and Japan. And together with the Hosei Research Center for the Support of the Global Compact at the Faculty of Law we have held joint workshops with colleagues in the region.

Whereas we have a long standing tradition to report on our endeavours to our stakeholders in Japan - and in Japanese - this SIP Sharing Information on Progress report allows us to reach out beyond national borders. Yet the SIP also triggered an internal review of our many activities against the six principles and therefore serves well in our own development.

We could confirm against the PRME principles that steps taken between 2007 and today effectively contribute to improve the effectiveness of our school. We have streamlined our academic programs to better support the student's career path with three specialized tracks. We have revised the way we provide guidance to participants during their two year personal research project, which allows us to meet higher academic standards. We have provided opportunities through projects with business and NPOs (Non-Profit-Organizations), field study tours abroad and international cooperation activities that enable our participants to develop a comprehensive and global perspective while considering themselves as agents of change for sustainability in the local context of their organizations and communities.

The SIP also reconfirmed that many of our faculty's activities are making a difference beyond our school's own programs but contribute to the advancement of CSR and sustainability inside and outside our university. We thought that especially this leverage of our work could be of interest for the PRME community and hence in this SIP elaborate especially on this "outbound" progress.

Yet we also realize that the PRME initiative could help us to extend our possibilities and in return that we could contribute more to add momentum to its development especially in Japan. Therefore we will continue to try our best to be a good citizen in the PRME community in the years to come.

Prof.Dr. Ryo Fujikura
Dean Hosei Graduate School of Environmental Management
Hosei University Tokyo Japan

The Principles for Responsible Management Education

Principle 1

Purpose: We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

Principle 2

Values: We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

Principle 3

Method: We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

Principle 4

Research: We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

Principle 5

Partnership: We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

Principle 6

Dialogue: We will facilitate and support dialog and debate among educators, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

Progress Report

Purpose and values embodied in our programs

Principle 1

Purpose: We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

Principle 2

Values: We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

The PRME principles 1&2 correspond very well with the mission of our specialized graduate school as our entire curricula is designed to develop specialists who deal with issues of social and environmental sustainability. We address a wide range of areas from global, national and local perspectives including international initiatives and trends which are reviewed also against the recent development in the local contexts of our participants such as corporations, governmental and non-governmental organisations or local communities. Social needs for environmental specialists are large and diverse, and our program is designed to help our participants to become specialists to meet such needs.

Participants are free to choose from among all courses offered, but we encourage them according to their specific career plans to seek focussed tracks which correspond to the strengths of our faculty and network. Therefore we have introduced three generic tracks with each being advanced by a respective group of specialized professors who coordinate their courses and organize joint workshops:

Corporate Environmental Management Program

Global environmental problems are studied with a focus on environmental administration, environmental management and environmental accounting, etc., in the relationship with corporate management and CSR. We foster specialists (high level professionals) equipped with specialized knowledge of actual environmental management businesses and who can contribute to the corporate workplace. Additionally, we are moving in the direction of a program for acquisition of environmental auditor and consultants in cooperation with Hosei's Centre for Environmental Initiatives. Students can participate in the respective courses offered for obtaining a certificate as auditor.

Regional Communities Program

Students research the relationship between environmental problems and local community. We foster specialists who can assume responsibility for environmental preservation and moderation or solving of environmental problems in such places as local municipalities, NPOs, NGOs, civic campaigns, etc.

International Cooperation Program

Students research responses to global environmental problems from international viewpoints. Specifically, our primary focus is on fostering individuals who can contribute to environmental improvement efforts in developing countries at such locations as aid implementation organizations, international organizations, NGOs and NPOs. In collaboration with aid implementation organizations and NGOs and NPOs, we introduce schemes for experiencing actual business in overseas fields, and, based on the reality of developing countries, students work at putting to practical use the theories and knowledge they have mastered.

Progress and Outlook

Since 2007, we have further aligned the courses offered as well as the faculty development activities and the recruiting of new faculty members against these three generic tracks. E.g. we have complemented the faculty in the Corporate Environmental Management Program with external lecturers from major corporations and we have recruited a professor formerly working for the Japan International Cooperation Agency for the International Cooperation Program. Furthermore the three groups of faculty also take entrance exams and interviews now specifically for each program.

As a result, we can find that the HGSEM attracts more applicants with a clear idea of what career they want to pursue and this leads to an overall improvement of the quality of the student body and the discussions in the courses which will eventually also results in enhanced career opportunities.

On the other hand, the process of aligning and focused integration of contents revealed missing links between the courses and identified that students as well as the faculty are very much focussed on the specific expertise of the track, but sometimes basic and essential foundations e.g. on general management or methods of empirical research in the social sciences are not yet sufficiently developed. Therefore the many cutting edge courses addressing social and environmental issues on offer need to be complemented by a few new more fundamental courses in order to create a level playing field for all participants and to increase the overall academic standards.

Education and Faculty Development

Principle 3

Method: We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

This PRME principle has a very special interpretation in the context of the HGSEM: on the one hand, our entire programme is designed to live up to this promise. On the other hand, many of our faculty members are involved and/or lead initiatives for the advancement of sustainability education that reach out to our entire university and beyond. We share our current situation first inside and then report on outbound activities.

On the one hand our programs provide participants with the latest theoretical foundations of environmental and social sciences as compiled by our field-experienced faculty. We especially emphasize interdisciplinary approaches centering around sociology, economics and corporate management. With a majority of professors having pursued a career in business and governmental organisations and still maintaining close relationships with their professional networks outside the academia, the methods and frameworks are taught with the practical application in view. On the other hand, most of our students are senior professionals - with up to 20 years of experience - who can substantially contribute experience to the classes. In general, we emphasize problem-solving activities that are carried out in cooperation with people actually involved in real environmental and social issues through a number of case studies. With a student to professor ratio of 2 to 1 in each program and classes of 3 to 10 students, cooperative work between teachers and students is most effective. We study current issues and jointly develop specific solutions to meet these challenges. Throughout the program, each participant conducts his or her own research project concluded by a master thesis. They have to report their findings every semester and defend their thesis in the end.

The outbound activities of our faculty in the field of educational frameworks, processes and environments that enable effective learning for sustainability are manifold and involve the active participation in the Green University and Leading University Initiatives of the entire Hosei University. Namely faculty members are involved in the university's Environmental Management System, which is certified against ISO14001 since 1998. In various committees, our members promote the mainstreaming of sustainability across all faculties. Our members are active in various professional organizations, such as the Sustainable Management Forum Japan, which provides opportunities for our participants to attend conferences and workshops held at Hosei.

Inbound Progress and Outlook

In addition to the above mentioned alignment of the courses along three specialized programs, we have specifically tried to strengthen the learning experience of participants through special learning opportunities such as field studies abroad, applied research through commissioned projects from third parties as well as building closer relationships with role models such as the alumni of our programs who successfully build careers in the field of sustainability.

For example since 2007, the former head of R&D at Kurita Water, one of Japan's leading water technology providers and a visiting professor at Hosei and Kyoto University, every year takes students on a **field study tour to Europe**. They visit business and academic pioneers and leaders in the field of Corporate Environmental Management, look into the history and future of EMS standards and systems and establish personal contacts. Back home in Japan,

insights and the background research is summarized and shared with others through workshops and a comprehensive report.

Another field study course for participants of the International Cooperation Program could be established in **cooperation with the Japan Bank for International Cooperation JBIC** and allowed participants to conduct field research on specific development projects in developing and emerging countries such as Indonesia and Thailand.

A third new format open to students of all programs is the **YES Programme**, which is held in Japan once a year under the lead of Hosei University and several times abroad by cooperating partners e.g. in Europe, Africa and Australia. Up to 36 participants from usually some 25 different nationalities and as many different majors, come together in this transdisciplinary two week course to jointly study about the challenges of sustainability and to develop their own project proposals for social enterprises or academic research. This program was launched by the Global Alliance for Sustainability (MIT Boston, Swiss Federal Institute of Technology, Chalmers University and The University of Tokyo) and runs since 2002. Since 2007, Hosei is the official partner in Japan and hosts one course every year with the faculty of HGSEM in charge. With its global **alumni network of more than 1200 participants in 100 countries**, the YES program provides an excellent gateway for our HGSEM participants.

Concerning faculty development, HGSEM professors together with the faculty of Humanities and Environment have established a **committee promoting the advancement of Education for Sustainable Development** as a new platform through which faculty members share experience and jointly identify promising approaches to improve the effectiveness of our programs.

We also identified that the **alumni of HGSEM** very often express their wish to keep close contact with the school and that many of them are willing to contribute from their professional experiences to the further improvement of our programme. Consequently, we are currently working on a new course format that brings together alumni and participants and fosters the link between theory and practice.

Outbound Progress and Outlook

Beyond the HSGEM own programs and processes our faculty has been engaged in various initiatives of which we would like to share a few examples:

Members of our faculty encouraged the board of the university to participate in an international **benchmarking project on Education for Sustainable Development** ESD carried out by the **OECD**. This project not only included an external review of Hosei's ESD activities, policies and processes, but also triggered two workshops: one workshop with members of the board of trustees of the university together with several deans and directors of Hosei research institutes. During this one day workshop, the university developed an amended mission statement with an emphasis on the universities social responsibility. The revised mission statement built on the understanding that Hosei University considers itself as a social entrepreneur and shall demonstrate leadership on addressing social and environmental issues. The second **workshop** was held **with the university's stakeholders** represented by high level representatives from business, alumni, partner universities, the environmental ministry of Japan and several professional organizations. Under the lead of the OECD representative this stakeholder dialogue reviewed Hosei's track record and discussed its plans under the revised mission statement.

Another outbound activity started by one of our faculty members was Hosei's contribution as a **founding partner of the ISCN - the International Sustainable Campus Network**. This network brings together some 60 universities from four continents to identify and promote

best practice in how universities through their campus can contribute to sustainable development and especially education. The representatives of Hosei together with the representative of Harvard University launched the idea of an **international award scheme** in this field and since 2008 they co-chair the respective working group at ISCN. The ISCN awards have been given for the first time in 2009 and are scheduled to be awarded in 2010 during an ISCN symposium at the World Expo in Shanghai.

Another important activity addressing the PRME principle No 3 is the International Tokyo Colloquium on Education and Sustainability, which we will discuss under principle No 6.

For the near future, the role of HGSEM as a pacemaker for sustainability education at Hosei will be strongly influenced by the newly created **Institute for Sustainability Research and Education**, which was inaugurated in September 2009. This new entity draws on faculty members from 11 graduate schools of Hosei to develop interdisciplinary, large scale research projects and to develop courses on social and environmental issues to be offered across all graduate schools in order to mainstream sustainability education. The institute also accommodates a high number of young master and PhD students and therefore substantially improves the environment for scholars who want to pursue an academic career in sustainability. Several members of HSGEM are involved in the start-up phase of the institute. If successful this new entity will strongly affect the role and the activities of our graduate school in the near future.

As the principle 3 addresses the ways how we can actually develop our educational methods and our faculty, the role of the PRME initiative as a platform for networking and exchange must be stressed. It is through the PRME community that we could extend our network of like minded experts and exchange views and examples of good practice. The impact of the PRME conferences members of our faculty attended in the US and in Korea was both - inbound and outbound: on the one hand side it triggered a discussion inside our faculty to what extent the PRME initiatives and working groups agenda is driven by western, rather than asian conceptions of CSR and how our views relate to these concepts or how we could articulate a Japanese and asian view to the PRME community. On the other hand, the participation in the PRME initiative has connected us with colleagues at Hosei conducting research on the UN Global Compact at the **Hosei Research Center for the Support of the Global Compact**, Faculty of Law and lead to a fruitful collaboration with a pooling of resources. Together with this Center we have organized a **workshop on PRME implementation** with colleagues from Korea in February 2010.

Rigour and Relevance

Principle 4

Research: We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

Principle 5

Partnership: We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

As a majority of the students enrolled in our programs as well as faculty members are coming from the private sector or from governmental and non-governmental organizations, our school emphasizes the important role of interaction with practitioners outside academia. This is even accentuated by the several visiting professors and external lecturers from the corporate world, who not only are involved in teaching but also act as advisors for the students during their personal master thesis research projects. The HGSEM does also provide opportunities for students through applied research projects commissioned by governmental or corporate contractors and lead by our faculty members.

Progress and Outlook

In 2007 and 2008, Hosei University hosted a series of events that featured speakers from leading companies and NPO's in Japan. This **lecture series** attracted several hundred participants across all faculties and allowed our faculty members to discuss the latest trends in CSR Corporate Social Responsibility and Sustainability **with top representatives such as the CEO's of Cosmo Oil, Fuji Xerox, Ebara and Sompo Japan.**

From among the **applied research** projects carried out between 2007 and 2009 we would like to mention two projects in the field of environmental accounting and development aid: Commissioned by the **Japan Bank for International Cooperation JBIC**, a team of HSGEM professors developed a proposal on how to apply methods from environmental accounting, namely Life Cycle Assessment to the ex-ante and ex-post evaluation of ODA projects. This project also involved a field research study in Thailand, involving students to gather data for a pilot case on the suggested methods. It also included expert **workshops** held in Tokyo and Bangkok as well as at the **OECD** in Paris and the **Worldbank** in Washington.

In 2009 another project was commissioned by the **Japan Agency for International Cooperation JICA**, one of the world's largest donor organizations. The aim was to evaluate the Application of Carbon Footprint Methods to ODA, to develop an integrated new method for the assessment of Carbon Reductions through ODA and to suggest a Carbon Footprint strategy for JICA. The project was carried out in cooperation with the **French Agency for Development** and lead to a presentation at the **COP15 meeting in Copenhagen** by HGSEM faculty members.

In the future, we hope to further expand our networks comprising private and public sector organizations and to encourage faculty and students to pursue applied research. With the help of new courses which involve our alumni working in the field and by continuing the current practice of inviting practitioners to give lectures, we seek to deepen our joint understanding of pressing issues and cutting edge solutions.

Stakeholder Dialogue for Education and Sustainability

Principle 6

Dialogue: We will facilitate and support dialog and debate among educators, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

We have already outlined our various activities in support of dialogue among the various stakeholders of sustainability inside our faculty, inside our university and reaching out beyond our organization to our stakeholders. However we would like to share under principle No 6 one specific activity, which we believe could also create value for the UN Global Compact and the PRME initiative in Japan: The **International Tokyo Colloquium on Education and Sustainability**. It was founded in 2005 as an initiative of the Swiss government related to the Worldexposition AICHI EXPO "Nature's Wisdom". Under the lead of the Swiss Federal Institute of Technology ETH Zurich, top representatives of the academic, the public and the private sector - together with more than 400 participants - explored endeavours in the field of education and sustainability.

In 2007 the TC was developed in partnership with the **Swiss Institute of Technology, The University of Tokyo, United Nations University and with Hosei University** taking the lead into a more scientific format and aligned with the mission of the **UNESCO Decade of ESD**. It started with an international round-table of 35 leading scholars from four continents on one day and was followed by an academic symposium featuring keynotes, panels and five parallel workshops that reviewed the current state of implementation of Education for Sustainable Development (ESD) from different institutional perspectives – such as curricula design, performance evaluation and ranking, sustainable campus development and student driven initiatives. About 180 participants from 30 different universities and representatives from numerous corporations as well as NPOs joined in.

In 2009 the third International Tokyo Colloquium was held - again under the leadership of Hosei and organized by HGSEM faculty members: it comprised an exclusive panel on the role of academic-private partnerships for Sustainable Development for about 100 invited guests featuring the president of Swiss Federal Institute of Technology, the president emeritus of the University of Tokyo and Chairman of Mitsubishi Research as well as the Chairman of Pictet Privat Bank. This even was followed by a public one day symposium on the progress of ESD in Higher Education, which attracted some 150 participants as well as top level representatives from leading universities as well as corporations. The symposium provided a platform for university board members to share their strategies and experiences on ESD and for educators and administrators as well as students, focussed workshops were held offering award winning case studies on ESD. These workshops were organized in collaboration with the ISCN International Sustainable Campus Network and oikos the International Student Initiative for Sustainable Management. On the third day, an exclusive lecture event for students was held with Nobel Laureate Richard Ernst.

The Tokyo Colloquium provides a unique platform to showcase best practice from a global perspective while gathering key persons from the Japanese communities promoting Education for Sustainability in academia and business. This is illustrated by the following selection of speakers since 2005:

Speakers in 2009 (Selection)

Richard Ernst, Nobel Laureate 1991 in Chemistry, Swiss Federal Institute of Technology

Hiroshi Komiyama, Chairman, Mitsubishi Research, President em., The University of Tokyo

Masafumi Yasutomi, Member of the Board, Tokyo Metro, former Vice-Minister for Land Infrastructure, Transport and Tourism

Fritz Schiesser, President of the ETH Board, Swiss Federal Institute of Technology / former president of the Swiss Federal Council of States

Xiaolong Chen, Vice President, Tongji University Shanghai

Yoshio Masuda, **President**, Hosei University

Akira Tokuyasu, Vice President, Hosei University

Kazuhiko Takeuchi, Vice-Rector, United Nations University, Director IR3S

Ernst Rauch, Director, Munich Re Corporate Climate Center, Munich

Ivan Pictet, Senior Partner, Private Bank Pictet & Cie., Geneva

Speakers in 2007 (Selection)

Koichiro Matsuura, Director General, UNESCO

Hiroshi Komiyama, President, The University of Tokyo

Alexander Zehnder, President of the ETH Board, Founding Member, STS Forum Kyoto

Howard Hunter, President, Singapore Management University

Koya Ishino, Councilor, Minister's Secretariat, Ministry of the Environment of Japan

Konrad Osterwalder, Rector, United Nations University

Susumu Nagai, Vice-President, Hosei University

Richard Ernst, Nobel Laureate 1991 in Chemistry, Swiss Federal Institute of Technology

Speakers in 2005 (Selection)

Ryoji Noyori, Nobel Laureate 2001 in Chemistry, Nagoya University, President of RIKEN

Takuo Takihana, President, The Yomiuri Shimbun, Chairman of Japan National Press Club

Bertrand Piccard, Explorer & Scientist, Holder of 7 World Records, Founder Solar Impulse

Hiroyuki Yoshikawa, President, National Institute of Advanced Industrial Science & Technology (AIST)

Dieter Imboden, President, National Research Council, Swiss National Science Foundation

Isamu Tatsuno, Mountaineer, Founder and President, MontBell Company Group

Hideaki Koizumi, Corporate Chief Scientist and Corporate Director Hitachi, Ltd.

Chimaki Hirabayashi, President and Chairman, Board of Trustees, Hosei University

Itaru Yasui, Vice-Rector, United Nations University

In 2011 Hosei will further develop this platform and we could imagine that **the 4th Tokyo Colloquium** could provide an opportunity to promote the UN Global Compact and the PRME principles in Japan. From our participation in the PRME conferences held in the US and Korea, we feel that the PRME initiative could benefit from a regional dialogue in which the Asian views and approaches to CSR can be articulated and exchanged with the international community. We therefore invite the PRME community to join us at the TC in 2011.