

2013 PRME SUMMIT – 5TH ANNUAL ASSEMBLY NEW WAYS OF *DEVELOPING LEADERS FOR THE FUTURE WE WANT*

Declaration

We, the representatives and stakeholders of the world's management schools and Higher Education Institutions (HEIs) meeting at the 2013 PRME Summit, the 5th Annual Assembly of the Principles of Responsible Management Education (PRME) initiative, hosted and co-organised by CEEMAN, as 2013 Chair of the PRME Steering Committee, in Bled, Slovenia, on 25-26 September 2013, reaffirm our commitment to the role that management and leadership education will play in society toward achieving sustainable development -- meeting the needs of the present without compromising the ability of future generations to meet their own needs.

We here summarise the agreements and actions taken to date and our agreed roadmap for management and leadership education for the future, and we also outline our commitments and the assistance we request from others to achieve these goals.

Our context: Rising expectations of HEIs and management schools

Our discussions in Bled have taken place while the United Nations General Assembly is in the process of developing a new global framework and goals for sustainable development after the Millennium Development Goals expire in 2015. The decision to develop such Sustainable Development Goals was one of the key agreements reached at the Rio+20 United Nations Conference on Sustainable Development in 2012.

HEIs and management schools are emerging as a core focus in discussions on the required architecture for achieving the proposed Sustainable Development Goals. In his July 2013 report to member states, the UN Secretary General Ban Ki-moon cited the need for partnerships, including academia, to achieve the goals, of which PRME is an example.¹ Then in September 2013 in the document 'Architects of a Better World: Building the Post-2015 Business Engagement Architecture' business leaders cited reforming management and leadership education as one of the core building blocks to maximise the business contribution to achieving the Sustainable Development Goals, and specifically called on management schools and PRME to work to reform curricula to provide current and future leaders with the necessary mindsets, skills and knowledge to lead organisations to more sustainable outcomes.²

Our journey so far

At the 3rd Global Forum for Responsible Management Education at Rio+20, taking into account results from previous PRME Global Fora and Summits, and on-going dialogue with different stakeholders, management educators agreed to an ambitious roadmap to 2020 for management education.³ We pledged to further reflect upon the purpose and role of management and leadership

¹ United Nations (2013) *A Life of Dignity for All: accelerating progress towards the Millennium Development Goals and advancing the United Nations Development agenda beyond 2015. Report of the Secretary General*. United Nations, New York. http://www.un.org/ga/search/view_doc.asp?symbol=A/68/202

² UN Global Compact (2013) *Architects of a Better World: Building the Post-2015 Business Engagement Architecture*. UN Global Compact, New York. http://www.unglobalcompact.org/docs/about_the_gc/Architecture.pdf

³ This roadmap is summarised in the Outcome Document from the Third Global Forum for Responsible Management Education: *The Rio Declaration on the Contribution of Higher Education Institutions and Management Schools to The Future We Want: A Roadmap for Management Education to 2020*. This was built on a variety of documents prepared for the 3rd Global Forum, including the *Rio Declaration for Higher Education Institutions*, signed by over 200 leaders of HEIs, the *Guidelines for HEIs on the Implementation of the UN Global Compact Principles in campus operations*, the *50+20 Agenda – Management Education for the World*, and the recommendations of issue-specific PRME Working Groups on Anti-Corruption, Gender Equality, and Poverty as a Challenge for Management Education.

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education in society and in achieving sustainable development, and to commit to action, both individually and collaboratively. We also promised to move PRME into a next stage by creating a leadership group and regional chapters, and by de-listing non-active signatories that fail to submit Sharing Information on Progress (SIP) reports in a timely manner. We then requested other stakeholders to take steps to support PRME. For example, we urged major accreditors and ranking organisations to fully incorporate responsible management education paradigms into their standards and criteria.

At our meeting in Bled, we have celebrated much progress on this roadmap since Rio+20, including:

- Ninety one new signatories to PRME since Rio+20, totalling more than 500 active signatories.
- The enhanced accountability of PRME signatories and PRME as an initiative by the de-listing of 27 PRME signatories for continued failure to submit SIP reports, in line with the 2009 SIP Policy.
- The increased ownership of the initiative by PRME signatories through organisational and financial support for PRME.
- The many stories of actions taken to further implement responsible management education at individual HEIs, through partnerships of HEIs working collaboratively as well as with other stakeholders, focusing on *Inspiration, Innovation, Implementation, and Impact*, as shared at the Summit. Twenty-seven of these stories are documented in the second edition of the *Inspirational Guide for the Implementation of PRME*,⁴ presented at the Summit, and numerous others are documented in the 210 SIP reports submitted by PRME signatories since Rio+20.
- The progress made by some leading signatories, as observed in the *Inspirational Guide*, that have combined several principles of PRME to make a qualitative shift in implementation by learning to go beyond past good practices, i.e., beyond knowledge-only, beyond the classroom, beyond the business school, beyond campus introspection, and beyond education-only.
- The launch of PRME Champions at the UN Global Compact Leaders Summit 2013, with an expectation that they will unlock the next level of responsible management education through their activities and sharing their experiences with the wider PRME community.
- The development of PRME Regional Chapters in Asia, Australasia, Latin America, Brazil, UK and Ireland, German-speaking Europe (Switzerland, Austria and Germany), Nordic countries, and the Middle East and North Africa.
- The enhanced vibrancy and contribution of active PRME Working Groups: PRME Working Group on Anti-Corruption in Curriculum Change, PRME Working Group on Gender Equality, PRME Working Group on Poverty, a Challenge for Management Education, and PRME Working Group on Sharing Information on Progress.
- The new accreditation standards announced by EFMD and AACSB that embed a focus on social responsibility and sustainable development, to complement changes already announced and implemented by CEEMAN and AMBA, and the decision by *BusinessWeek* to begin ranking management schools on the quality of their MBA programme's emphasis on sustainable development.
- The launch by the Platform for Sustainability Performance in Education (a new partnership of HEIs and UN agencies) of a reliable, transparent and comparable reporting and assessment tool for improving sustainable performance in HEIs, with a 'sustainability literacy test' for assessing the sustainability-related knowledge of students.
- The decision to extend the work of the UN Decade of Education for Sustainable Development beyond 2014 and to include higher education and management schools within its remit.

⁴ Principles for Responsible Management Education (2013) *Inspirational Guide for the Implementation of PRME: Learning to Go Beyond*, Second Edition (Sheffield: Greenleaf Publishing).

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Our agreements and commitments

Despite these achievements, we still have a long way to go before responsible management education becomes mainstream. Thus, we agree to continue to strive toward putting Six Principles of PRME into practice, individually through continuous improvement, experimentation and innovation, and collectively through existing and newly created workstreams such as PRME Working Groups, PRME Regional Chapters, PRME Champions and other PRME projects. Specifically:

- We will enhance the quality of the PRME initiative through leadership at many levels: as individuals, as institutions, as groups of institutions, as a whole PRME community, and through collaborating with other stakeholders both locally and globally.
- Individually, as teachers, researchers and faculty members, we will further incorporate the Principles into our activities, especially through education, research, community engagement and organisational reform. We will partner as appropriate with colleagues from other faculties such as natural and social sciences and arts and humanities to advance transdisciplinary education and research for sustainable development.
- Institutionally, as PRME signatories, we will:
 - Provide internal support to our faculty through faculty development and other engagement, matched with appropriate incentives, so that they can work to implement sustainability principles in their individual activities.
 - Advance the organisational and governance changes required in our institutions to systemically embed the Six Principles of PRME and an organisational purpose of working towards achieving sustainable development in society.
 - Continue to regularly share our experiences through SIP reports, and to learn from the experiences of others as set out in their SIP reports and the two *Inspirational Guides*.
- Collectively, through regional and thematic groups, we will:
 - Commit to continually improve the quality of our engagement and develop and utilise tools and resources produced by PRME Working Groups and PRME Champions.
 - Work to enhance the potential of existing and emerging PRME Regional Chapters, recognising that they can enable PRME to evolve as a learning and action community of regional networks, and localise the Principles of PRME to fit their contexts and demands.
 - Call for more management schools and HEIs to join PRME, especially through PRME Regional Chapters and meetings, so that responsible management education can gain further momentum, with the goal of increasing the number of PRME signatories to 1000 by 2015, as stated at the Second Global Forum for Responsible Management Education in 2010.
- We welcome the new post-2015 business engagement architecture developed by companies in the UN Global Compact and supported by the World Business Council for Sustainable Development (WBCSD) and the Global Reporting Initiative (GRI). Accordingly, we commit to take further action in support of the '*Architects of a Better World: Building the Post-2015 Business Engagement Architecture*,' at many levels, including championing the architecture in our teaching, research, partnership and dialogue.

The Help We Request from Others – Working Together

We renew our call to governments, business leaders, accrediting bodies and rankings providers to help us play our role in developing the Architects of a Better World and helping to achieve the Post-2015 Development Agenda.

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Specifically:

- We request that governments support this change through the incentives that are embedded in policy frameworks and national assessment frameworks for higher education, and that they:
 - Recognise the role that management schools and HEIs can play in a post-2015 agenda, and urge them to align their teaching, research and other activities with the post-2015 agenda.
 - Continue to support and implement the Education for Sustainable Development (ESD) agenda, especially partnering directly with educational institutions to advocate for integration of sustainability into the core curriculum of management and leadership education programmes.
 - Require or encourage HEIs to report on ESD in order to enhance accountability, transparency and mutual learning opportunities.
 - Fund teaching programmes and research projects in HEIs that promote responsible management education and corporate sustainability.
 - Ask education ministries to act as a convenor to support and facilitate the exchange of learning among PRME signatories and other HEIs.
 - Act as conveners or supporters of local, national and regional multi-stakeholder partnerships for an inclusive and sustainable development, as called for in the aforementioned UN Secretary General report '*A Life of Dignity for All*'.
 - Encourage transdisciplinary research and teaching that integrates sustainability with all other disciplines.
 - Support PRME globally and locally.
- We request that business leaders recognise the indispensable role that responsible management education plays in corporate sustainability, and that they:
 - Endorse the UN Global Compact's Ten Principles and support PRME as its sister initiative.
 - When recruiting MBA and undergraduate students and selecting executive education, clearly articulate their demand for management school and university graduates who are capable of generating sustainable value for business and society at large.
 - Support management schools and universities in partnering on research and contributing directly to learning programmes, which allows business to make sustainable impact.
 - Work with PRME signatories directly and/or through a relevant PRME Regional Chapter or Global Compact Local Network.
- We request that the accreditation bodies such as AACSB, EFMD, AMBA, CEEMAN and ACBSP evaluate the impact of the changes made to their accreditation standards and continue to push management schools toward adopting responsible management education practice.
- We request that the ranking organisations such as *The Financial Times*, *The Economist*, *QS Stars*, and others follow the lead of *BusinessWeek* and put metrics based on the sustainable development and responsible management education at the heart of how management schools are ranked.
- We request that other UN entities tasked with promoting ESD take note of the contribution PRME signatory HEIs make to addressing ESD in management and leadership education.

We reaffirm our commitment to the Principles for Responsible Management Education as the crucial framework and initiative for organising our individual, institutional and collective efforts in creating the future we want.

Endorsed by the participants of the 2013 PRME Summit - 5th Annual Assembly, 25-26 September 2013.