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?

“In 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,....”


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.


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.


Literature review

The way by education

- Sample of 16 sustainability assessment tools, including 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.

Methodology and Sample

Brazil, n = 22 Business Schools

AISHE - Auditing Instrument for Sustainability in Higher Education

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Brazil in the world

List of countries by GDP (PPP)

The Most Populous Nations on Earth
Share of the world population by country (2018)

- China: 18.70%
- India: 17.88%
- U.S.: 4.39%
- Indonesia: 3.54%
- Brazil: 2.79%
- Pakistan: 2.69%
- Nigeria: 2.60%
- Bangladesh: 2.21%
- Russia: 1.93%
- Japan: 1.70%
- Mexico: 1.67%
- Philippines: 1.43%
- Egypt: 1.30%
- DRC: 1.27%
- Vietnam: 1.27%
- Ethiopia: 1.26%
- Germany: 1.11%
- Iran: 1.10%
- Turkey: 1.10%
- Thailand: 0.91%

* countries with estimated population size
Source: IMF

**Contexts in the Brazilian education**

<table>
<thead>
<tr>
<th>Brazilian population</th>
<th>in 2018 =</th>
<th>209,5 million</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEI</td>
<td>Students</td>
<td></td>
</tr>
<tr>
<td>Students in HEI (2018)</td>
<td>8.451.748</td>
<td></td>
</tr>
<tr>
<td>HEI (universities, others)</td>
<td>2.537</td>
<td></td>
</tr>
<tr>
<td>Undergraduate courses</td>
<td>37.962</td>
<td></td>
</tr>
<tr>
<td>Business Schools:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Business Administration</td>
<td>2.686 (7%)</td>
<td>645.474 (8%)</td>
</tr>
<tr>
<td>- Accounting</td>
<td>2.062 (5,5%)</td>
<td>358.103 (4%)</td>
</tr>
</tbody>
</table>

**Number of students enrolled in HEI**

Sample: N=22, from PRME Brazil

Total = 30,000 students in business schools

Methodology: AISHE

The Education Module

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

- Public: 4
- Private: 18

Level of business courses in the sample

- Undergraduate Bus. Adm.: 20
- Undergraduate Account.: 6
- Phd and Masters Bus. Adm.: 12
- Phd and Masters Account.: 20

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

- **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**

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

- Activity-oriented: there are a VARIETY of undergraduate and graduate SD projects
- Process-oriented: as part of the EVALUATION of the students
- System-oriented: SD is REQUIRED for undergraduate and graduate projects
- Chain/network oriented: experts are actively ENGAGED
- Society-oriented: Society leaders are ACTIVELY involved.

Five Stages

0. DOES NOT FIT the course.
1. Activity-oriented
2. Process-oriented
3. System-oriented
4. Chain/network oriented
5. Society-oriented
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:

- GRI Global Reporting Initiative: 78%
- Sustainability Report: 67%
- Integrated Report: 44%
- Balanço Social: 33%
- Other: 11%
- None: 0%
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

Thank you!

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