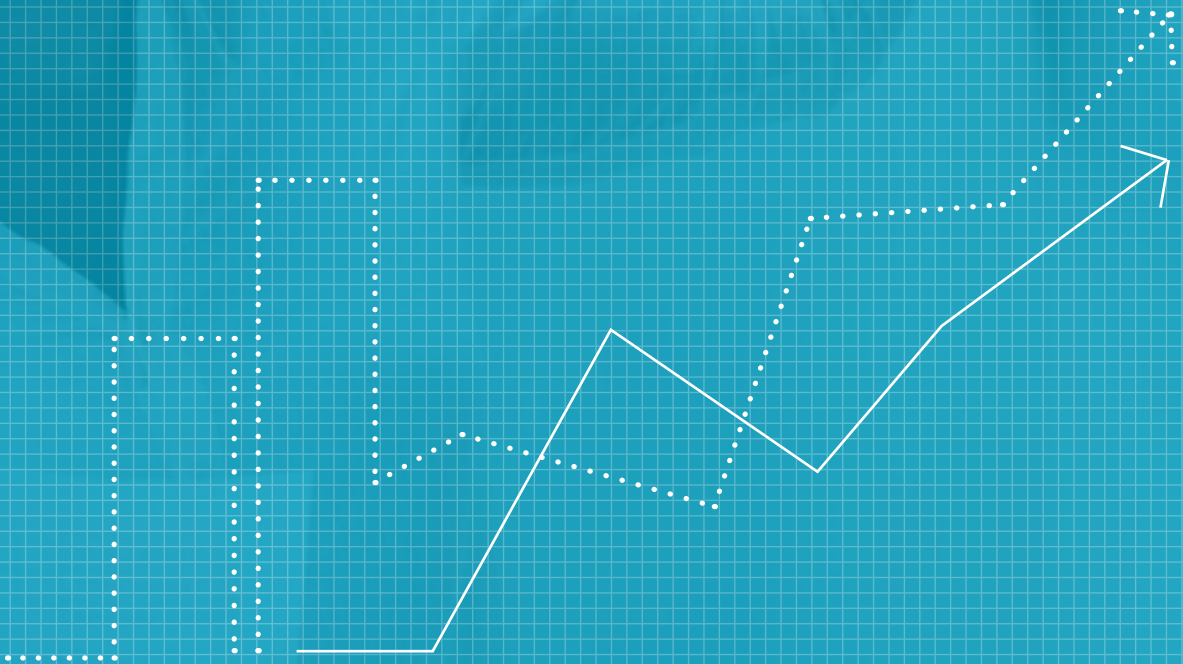


ADVOCACY REPORT

THE ROLE OF BUSINESS IN EDUCATION AND TRAINING FOR SUSTAINABLE DEVELOPMENT



BUSINESS FIGHTS POVERTY

OCTOBER 2018



ABOUT THE PARTNERS



Business Fights Poverty is a business-led collaboration network focused on social impact. It convenes fast-paced “Challenges”, in which programs of analysis, engagement and co-creation lead to actionable products and ideas, as well as deeper relationships. Its network of over 20,000 people come from businesses, non-governmental organizations and donor agencies.



The Principles for Responsible Management Education (PRME) is an initiative of the United Nations Global Compact, founded in 2007 as a platform to raise the profile of sustainability in schools around the world, and to equip today’s business students with the understanding and ability to deliver change tomorrow. As a voluntary initiative with over 700 signatories in over 90 countries worldwide, PRME has become the largest organized relationship between the UN and management-related higher education institutions.



Arizona State University (ASU) is recognized globally as a top-ranked knowledge enterprise focused on solutions to society’s greatest challenges. More than 500 experts and educators across the university contribute to ASU’s research, teaching and external engagement on important topics and opportunities in sustainable development. ASU has been named the most innovative university in the US for four years in a row¹, recognizing the university’s culture of ground-breaking research and partnerships, and its commitment to helping students thrive.



Pearson

Pearson is the world’s learning company, with expertise in educational courseware and assessment, and a range of teaching and learning services powered by technology. The company’s products and services are used by millions of teachers and learners around the world every day. Pearson’s mission is to help people make progress in their lives through learning.

INTRODUCTION

Education is at the heart of human progress and the UN Sustainable Development Goals (SDGs). It helps people gain skills and knowledge to improve their lives, find better jobs and contribute to long-term prosperity and wellbeing. It prepares leaders and their organizations to understand and take action to address our world's interconnected issues and opportunities. Lifelong learning will be even more important for navigating the rapidly changing future of work and achieving the ambitious agenda set out by the SDGs.

Business has a strong incentive to contribute more fully to strengthening training and education for sustainable development. Progress on the SDGs is directly linked to the growing business opportunities and risks presented by economic, social and environmental trends. Companies can gain a competitive advantage by equipping their employees with the skills and knowledge needed to make the most of the opportunities ahead.

This report is primarily written for business and its role in supporting education and the SDGs. It is also meant to support the education community and other organizations with a stake in advancing education and training for sustainable development. The report shares a selection of good practice examples and insights that are intended to help raise awareness, spark new ideas and inspire more opportunities for collaboration.

SUMMARY OF RECOMMENDATIONS FOR BUSINESS

- 1** *Collaborate with partners to advance education for sustainable development and connect it to job skills and career paths.*
- 2** *Invest in employee training and education for sustainable development.*
- 3** *Share business learnings on what works and what doesn't for sustainable development.*
- 4** *Highlight the business demand for sustainable development skills and knowledge.*
- 5** *Educate and engage other stakeholders on sustainable development, from suppliers and investors to policymakers and customers.*



Photo: [AIM2Flourish](#) students at the Weatherhead School of Management - Case Western Reserve University

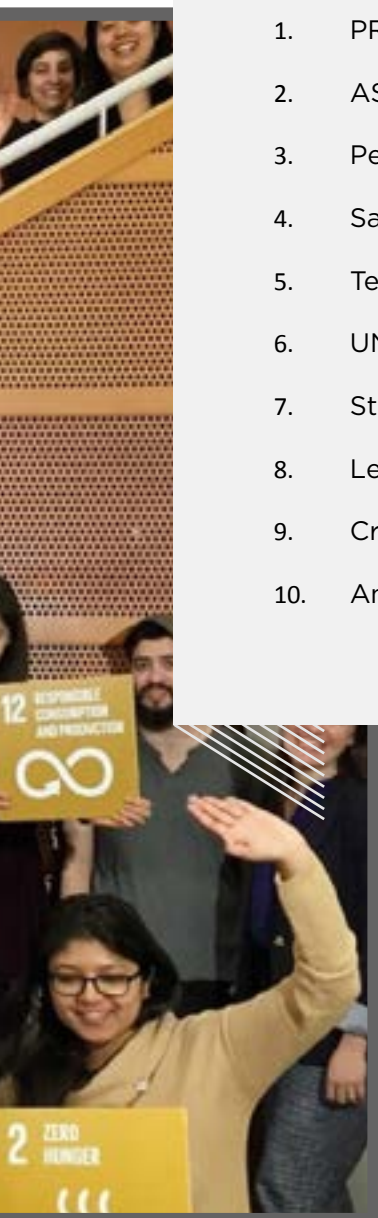
WHAT'S INSIDE

Contents

1.	Global context and trends	06
2.	Defining education for sustainable development	09
3.	Business case for learning and collaboration	11
4.	Roles of business in education and training	13
5.	Recommendations	28

Examples from Contributors

1.	PRME initiative	14
2.	ASU and Bard sustainability degree programs	15
3.	Pearson / Everglades University sustainability curriculum	17
4.	Santa Fe Community College	18
5.	Technische Universität Dresden	19
6.	UN Global Compact Academy	21
7.	Starbucks / ASU Greener Apron Program	22
8.	Levi Strauss & Co Service Corps	24
9.	Credit Suisse Global Citizens Program	24
10.	Anglo American Advanced Sustainability Management Program	25



1. GLOBAL CONTEXT AND TRENDS

A number of global trends contribute to the growing need to equip the global workforce with the skills and knowledge to promote sustainable development. These include:

1. *New Markets for Sustainable Products and Services*
2. *The Future of Work and Job Skills*
3. *Demand for Education and Upskilling*
4. *The Sustainable Development Agenda*

1.1 NEW MARKETS FOR SUSTAINABLE PRODUCTS AND SERVICES

From climate change to demographic shifts, environmental and social trends are creating new markets and job opportunities across industries and borders. These include substantial, growing demand for:

- *resilient, green building, renewable energy and transportation;*
- *efficient, sustainable manufacturing and a circular economy;*
- *healthy, sustainable food and agriculture; and*
- *responsible, inclusive global supply chains.*

By 2030, over 65 million new jobs could be generated worldwide by the transition to a sustainable economy.

By 2030, the transition to renewable energy sources, improvements in energy efficiency and the adoption of electric vehicles could create 24 million new jobs, while reducing 6 million current jobs.² A more ambitious shift to a low-carbon, sustainable growth path could generate over 65 million new jobs.³ The global renewable energy sector already employed 8.8 million people worldwide in 2017.⁴ In the US, over 4 million workers have jobs in the clean energy and sustainability economy.⁵

“... without skilled workers and competent enterprises, the shift to a greener economy will be neither technically feasible nor economically viable.”

International Labour Organization (ILO)⁶

“The pace of economic change all but guarantees that a single degree started in your teens, or a career picked in your 20s, will not be everlasting.”

Pearson Future of Skills report

1.2 THE FUTURE OF WORK AND JOB SKILLS

Business, educators and learners all have a stake in the future of work and job skills. As jobs evolve, the ability to gain new knowledge and skills will be increasingly important. Pearson’s *Future of Skills: Employment in 2030* report⁷ shows not only the demand for new skills but also the need for a new concept of education. Lifelong learning will become the basis for enabling employees to adapt, retrain and move between roles.

1.3 DEMAND FOR EDUCATION AND RESKILLING

Global trends and sustainable development are shaping the need for growth and innovation in education and learning. Demand for education, upskilling and reskilling is challenging the supply and relevance of quality learning opportunities in emerging markets and more mature economies.

Companies have a direct role, alongside education providers, in helping to build knowledge and skills for the future. Their approach to employee recruiting, training and development can signal market demand and help integrate sustainable development into education and lifelong learning. They can contribute valuable content and expertise for courses and opportunities for experiential learning, internships and employment.

“It is critical that businesses take an active role in supporting their existing workforces through reskilling and upskilling, that individuals take a proactive approach to their own lifelong learning and that governments create an enabling environment, rapidly and creatively, to assist in these efforts.”

Klaus Schwab, WEF Executive Chairman, WEF Future of Jobs Report 2018⁸



“Ensure all learners acquire knowledge and skills needed to promote sustainable development, including ... 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.”

Target 4.7 of SDG 4



1.4 THE SUSTAINABLE DEVELOPMENT AGENDA

The UN’s Sustainable Development Goals (SDGs) set out an ambitious agenda for people, planet and prosperity, which recognizes the central role of business, working alongside communities, governments and non-governmental organisations. They create new opportunities for business as well as higher expectations.

Issues and solutions often cut across subjects, organizational boundaries, sectors and geographic borders. Education and training help prepare business and society to adapt and respond to this agenda.

SDG 4 (on inclusive, equitable quality education for all) is central to the sustainable development agenda. Its target 4.7 aims to “*ensure that all learners acquire the knowledge and skills needed to promote sustainable development*”. This recognizes the fundamental role of education in meeting the challenges and opportunities embodied in the SDGs.

2. DEFINING EDUCATION FOR SUSTAINABLE DEVELOPMENT

The skills and knowledge needed for sustainable development, business and a productive workforce are closely related and complementary. The concept of “education for sustainable development” also emphasizes the importance of engaging, effective approaches to learning and instruction.⁹ These three cornerstones of education for sustainable development include:

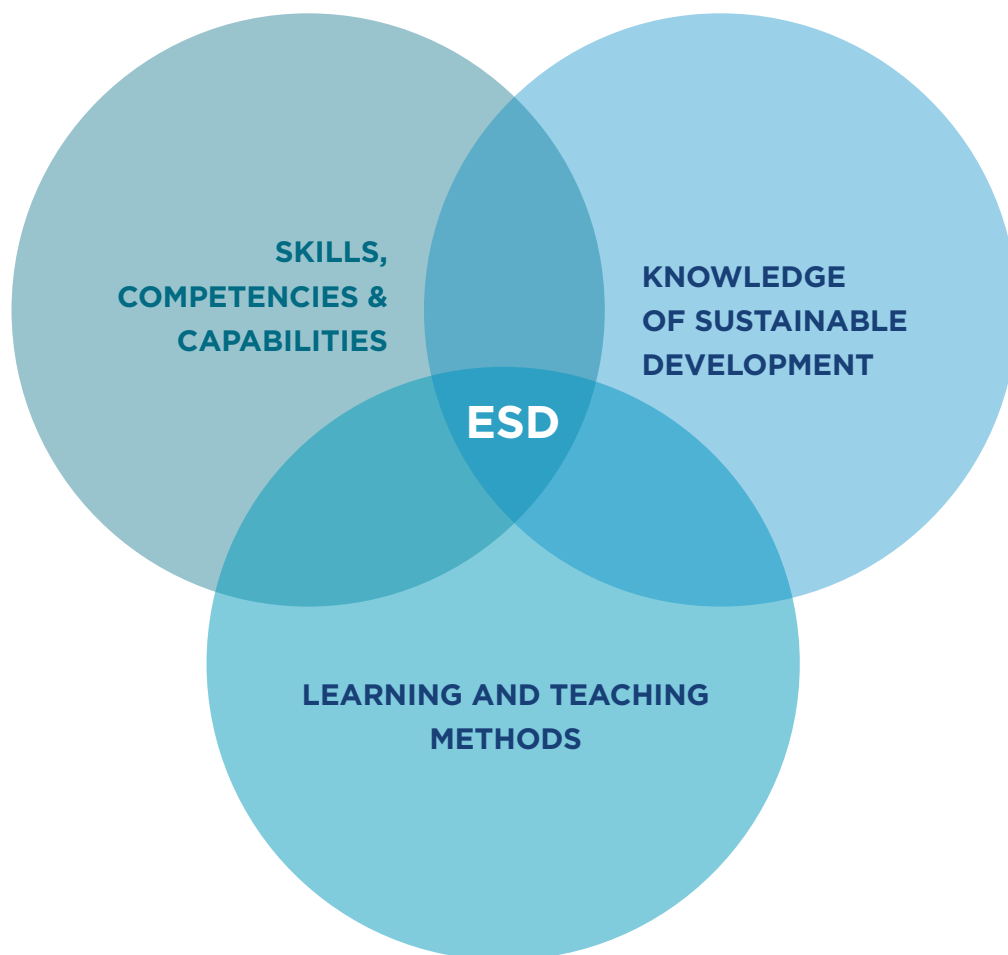
- *Skills, competencies and capabilities (e.g. collaboration, critical thinking and problem-solving, systems thinking, future scenario planning, global mindset)*
- *Knowledge of environmental, social and economic topics and disciplines*
- *Learning and teaching methods (e.g. learner-centered, action-oriented, experiential, transformative)*

Education for sustainable development is an agenda of enabling action for societal transformation that goes well beyond the dissemination of knowledge about sustainability.

While educational institutions play a central role, the agenda extends far beyond what happens in the classroom and lecture hall. It encompasses community- and field-based learning and service work; vocational and skills-based training and workforce development by governments, non-profits and other providers; and engagement with a wide variety of constituents, from customers to civil society and investors.

Education for sustainable development is an agenda of enabling action for societal transformation that goes well beyond the dissemination of knowledge about sustainability. It is fundamentally interdisciplinary, designed to tackle complex, interconnected problems and overcome the limitations of more siloed approaches.

FIG 1. THREE ELEMENTS OF EDUCATION FOR SUSTAINABLE DEVELOPMENT



(Pearson, AHA Ltd)



3. BUSINESS CASE FOR LEARNING AND COLLABORATION

Sustainable development is fundamental to the long-term success of business and the economy. Companies' performance increasingly depends on making the most of nature's resources and navigating the impacts of climate change, demographic shifts and inequality.

Global supply chains, automation and labor flows heighten the need to look after workers' well-being, promote diversity and inclusion, and address risks of discrimination and modern slavery.

These opportunities and risks call for leaders and employees with the knowledge and skills to respond in ways that create shared value for both business and society. Business needs employees at all levels, across functions and markets, who appreciate and understand how these issues affect organizational and individual goals and who are prepared to take action to address them.



If sustainable development is important, so are the skills and knowledge needed to address it.

REASONS FOR BUSINESS TO INVEST IN EDUCATION AND TRAINING FOR SUSTAINABLE DEVELOPMENT

- *Develop skills and knowledge of leaders and employees*
- *Embed sustainability within strategy, operations and decision-making*
- *Set long-term sustainability goals and targets and measure progress*
- *Promote innovation by thinking differently about market trends, customer needs and production processes*
- *Develop new markets and business models that address social and environmental issues*
- *Engage investors, policymakers and other partners and influencers*
- *Recruit, engage and retain employees*

Many education providers are responding to the evolving demand for sustainable development skills and knowledge. Business can help to accelerate this encouraging movement. Three roles for business include:

- 1. Collaborate with educators and learners and connect sustainable development to job skills and career paths;*
- 2. Invest in training and educating employees on sustainable development; and*
- 3. Inform and engage other constituents, from suppliers and investors to policymakers and customers.*

In all of these areas, business can contribute in ways that often go beyond typical current practices. The following sections explore these possibilities further.

In all of these areas, business can contribute in ways that often go beyond typical current practices.

4. ROLE OF BUSINESS IN EDUCATION AND TRAINING



4A. COLLABORATING WITH EDUCATORS AND LEARNERS

Over 900 higher education institutions, businesses and nonprofit organizations are members of The Association for the Advancement of Sustainability in Higher Education (AASHE). Nearly 2,000 degrees and programs are related to sustainability – a figure that increased by 57 percent between 2008 and 2012¹⁰. Sustainability continues to gain momentum as an elective area in many programs, with many good options available to students with a variety of interests.

Alongside this encouraging progress, there is still ample opportunity to take a more holistic, intentional approach to integrating sustainable development across programs, courses and other learning experiences. For a number of institutions, collaborating with business has played a role in exploring and developing new, more integrated

approaches. For all parties, these kinds of cross-sector partnerships can be valuable sources of expertise, innovation, resources and content.

The sections that follow include examples of good practices where educators and businesses have collaborated to integrate sustainable development more deeply into their programs. Those programs often incorporate projects and tools grounded in real business applications, and demonstrate engaging, active approaches to teaching and learning.

Business education

Specific academic programs on business sustainability can now be found in 46 percent of the top 100 US MBA programs.¹¹ Business and sustainability leaders can make valuable contributions to business education, the workforce and sustainable development by helping to:

- *Design and teach business courses focused on sustainable development;*
- *Integrate content and skills for sustainable development into other subjects and courses;*
- *Offer experiential learning, internship and employment opportunities; and*
- *Develop sustainability-focused degree programs.*

Many leading programs have engaged sustainability professionals from business directly in designing and teaching graduate and undergraduate programs and offering experiential learning opportunities. Sustainable business leaders serve as Adjunct Faculty and Professors of Practice

at ASU and many other schools that recognize the value their experience can bring to learning and research. Many programs invite business leaders to contribute to guest lectures, sponsor case competitions, host internships, and serve as mentors and advisors to students and faculty.

BOX 1 - LESSONS FROM PRME ON INTEGRATING SUSTAINABILITY IN MANAGEMENT EDUCATION

PRME

*an initiative of the
United Nations Global Compact*

The Principles for Responsible Management Education (PRME) is an initiative of the United Nations Global Compact (UN Global Compact), founded in 2007 as a platform to raise the profile of sustainability in schools around the world, and to equip today's business students with the understanding and ability to deliver change tomorrow. It has over 700 signatories worldwide, all committing to putting in practice PRME's six principles (Purpose, Values, Method, Research, Partnership, Dialogue).

Implementation of PRME's six principles calls for embedding the values of corporate sustainability and responsibility into the daily activities of a higher education institution through a wide range of projects, actions,

policies, and structural changes. PRME plays an important role in working with signatories to deepen insights into the SDG related issues through its working groups and their collaboration. PRME also aims to address the multidimensional and cross-issue nature of the SDGs and to widen impact on the advancement of the SDGs through its Regional Chapters.

PRME has summarized lessons¹² on key conditions for transforming management education to more effectively educate future generations of sustainable and globally responsible business leaders.

PRME has found that commitment to sustainability is the most important driver of such strategic change, and that commitment derives from a deep understanding of the potential of this agenda. This commitment needs to come explicitly from leadership, faculty and non-academic staff.

The complex organizational structure and dynamics of many academic institutions make this a challenging endeavor. PRME found that a gradual approach to implementation and a long-term view of the process of strategic change is essential, targeting specific steps at a time. Gradual does not necessarily mean slow, but rather calls for a persistent, committed process of continuous improvement.

Sustainability programs

A number of schools have established programs that focus on developing business leaders who are equipped to take on the opportunities and challenges presented by the SDGs. Programs are offered across career levels, ranging from executive development to MBAs and

undergraduate business programs. These programs are well-suited to: taking a deeper dive into sustainability knowledge and skills; developing experience in addressing real sustainable business challenges; and preparing for roles with a focus on sustainable development.

BOX 2 - ASU AND BARD SUSTAINABILITY DEGREE PROGRAMS



Bard

Degrees in sustainability at ASU and Bard position sustainable development as central to modern leadership skills. Both have been created with extensive input from businesses, and ongoing partnership through visiting fellows from senior roles in business and the integration of live, practical examples of real business problems to be solved.

Arizona State University's Executive Master of Sustainability Leadership program was designed using contributions from hundreds of sustainability experts in corporations, NGOs, communities and governments. For participants in executive roles, the curriculum encourages the use of hands-on projects

from their workplace, with a final project that will apply directly to the company's sustainability plans and challenges. Designed around the themes of global context, strategy, communication and leadership, the program emphasises practical, actionable tools to enable leaders to embed sustainability throughout their organization.

The Bard MBA in Sustainability focuses on how to build a financially successful business, business unit or organization that is committed to a social or environmental mission. Bard demands a comprehensive business literacy from participants, emphasizing that the sources of sustainable business advantage are found not just in operations, in strategy, in marketing or in employee engagement, but rather throughout the business. The philosophy of the MBA program is that a holistic understanding of business management is critical to successfully drive sustainable and profitable outcomes. It emphasizes how to apply the tools learned to building a mission-driven business, and how to execute strategies to bring sustainability visions to life.



Other subjects and degree programs

Many business leaders and workers have not studied or graduated from programs in business or sustainable development. They come from a wide variety of different educational backgrounds and experiences, from science to humanities and vocational programs. Courses that integrate sustainable development across other subjects and disciplines will help to equip more students with the skills and knowledge needed by business.

For example, the extractives sector increasingly needs graduates of engineering and geology to have a deeper understanding of risk assessment and management related to sustainable development issues. Companies employing chemistry graduates may need them to understand toxicity. Students aspiring to work in the food sector may need a systems view

Courses that integrate sustainable development across other subjects and disciplines will help to equip more students with the skills and knowledge needed by business.

of resource dependence to apply their knowledge in a company setting.

“... sustainability has allowed us new ways of defining our work, creating new partnerships, and building stronger synergies across disciplines. It has improved perceptions about our engaged approach to education, helped raise private money, and attracted vital research dollars. And by integrating sustainability throughout our curriculum, we can give students from the humanities to engineering the set of tools they’ll need to bring a sustainable mindset to life after college.” – Wim Wiewel, President, Portland State University¹³

A shared responsibility for better learning and job skills

Teaching and learning methods are central to the benefits of education for sustainable development. Solving practical, real-world problems through hands-on, collaborative engagement enables learners to develop skills and knowledge in tandem. Active, experiential learning can help bridge the gap between education and the skillsets that many employers need but have difficulty finding in recent graduates.

Collaboration between educators and business can greatly improve student internships, job opportunities and placements, where success often depends on the quality of the relationship between organizations. Students need opportunities to work on current business challenges and priorities, take on greater responsibility and receive more coaching and support from company partners. Students learn more when business and educators invest the time in maintaining long-term relationships, with open communication on what is adding value and what could be improved.

“The Sustainability Boot Camp at Virginia Tech is an employer-driven, ten-day training program for undergraduate students to proactively train a sustainable workforce. Four elements differentiate the boot camp from other sustainability education programs: letting employers drive the content, teaching sustainability as a lens for problem-solving, mimicking a workplace and creating employment pipelines. Students learn how sustainability principles can be applied to entry-level positions in their discipline, and to date, students from over 60 different majors have participated. The program is designed to connect students to organizations that share their values, and often results in internships for top performing students.” AASHE 2018 Sustainable Campus Index¹⁴

BOX 3 – PEARSON / EVERGLADES UNIVERSITY SUSTAINABILITY CURRICULUM



Pearson has partnered with Everglades University since 2016 to offer a digital *Introduction to Sustainability* course. Its customised curriculum includes content aligned with the U.S. Green Building Council (USGBC). The course is designed to put students on the

path to high-demand careers in green energy and building design.

The course improves students' preparation for Leadership in Energy and Environmental Design (LEED) certifications in growing fields such as construction management; alternative and renewable energy management; and crisis and disaster management. Students earn certificates of completion that can be used as digital badges and added to their resumes.

The course is an integral part of Everglades University's curriculum and is a required course for undergraduate students in all degree programs. The partnership will benefit thousands of students, along with university staff and faculty members, and the community surrounding the university's four locations throughout the state of Florida.

Vocational education and training

Vocational education and technical training are often closely linked with sustainable development. Some community colleges and other educators that provide work-focused learning and qualifications in fields including agriculture, energy, engineering and hospitality have actively incorporated sustainability-focused content and skills into their programs.

This includes the use of practical, applied problem-solving elements and everyday applications of sustainability on campus and in local communities by students, school administrators and community leaders. In some

cases, these approaches integrate sustainable development more deeply than many four-year degree programs, which often take a more siloed approach to covering sustainable development topics.

Many community colleges and other providers of vocational and continuing education are also well positioned to meet the growing demand for lifelong learning, upskilling and retraining driven by the dynamic evolution of the future of work. They can offer the flexibility, breadth and potential for sequential learning in vocational education over a multi-year period.

BOX 4 – SANTA FE COMMUNITY COLLEGE



Santa Fe Community College (SFCC) in New Mexico has a strong focus on sustainable education, providing learning opportunities for its students, professionals and the wider community.

SFCC requires all degree-seeking students, approximately 12,000 per year, to enroll in an Environmental Technologies module that introduces them to sustainable concepts.

Students can earn certificates and associate degrees in solar energy, biofuels, green building, greenhouse management, water conservation and weatherization. The number of student credit hours in sustainability programs has increased by 40 percent over 10 years.

To support the local workforce and business community, SFCC provides continuing education, training and certification in green construction, energy efficiency, health and safety, and sustainability. The school's offerings include many specialty, night and weekend courses that are relevant to architects, builders, facility personnel, energy auditors and building managers.

SFCC's programs and capabilities also led to the opportunity to collaborate with business on a sustainable agriculture project combining the use of food waste and renewable energy.

BOX 5 – TECHNISCHE UNIVERSITÄT DRESDEN



Technische Universität Dresden (TU Dresden) is a university of technology in Germany with degree courses and research across the fields of Biomedicine, Bioengineering, Materials Sciences, Information Technology, Microelectronics, and Energy and Environment. TU Dresden seeks to increase environmental awareness through research and education, as well as make the university's daily operations more sustainable.

The university developed an environmental management system that engages students and staff on environmental topics and supports practical action on reducing energy use and waste. In 2017, the university launched Project Sustainable Campus to improve the quality of its outdoor space and promote biodiversity, leading to insect-friendly meadows and nesting sites for birds.

TU Dresden actively partners with other universities in Saxony on sustainable development topics, works closely with the City of Dresden and collaborates with business on knowledge and technology transfer. Networking with small- and medium-size companies, start-ups, and international corporations helps to ensure its research and teaching meet business' needs and have practical applications.

Making more of business' experience and insights

Educators, businesses and international organizations all need more widely-shared examples of practical business experience – of what works, what doesn't and why. This kind of evidence plays an important part in delivering educational programs and content that impart knowledge and skills that help to advance sustainable development. Companies should share more of their internal learning and consider publishing more lessons and case examples where possible.

In 2016 global luxury group Kering identified an opportunity to share its experience in measuring environmental impact from its business activities. This is made directly available to students via a collaboration with The New School's Parsons School of Design. As part of the 'Kering x Parsons: EP&L program', Parsons offered Kering modules to students in sustainability courses. Using the My EP&L App, students can visualize the environmental impact of a typical product, from raw material extraction through to sales. Kering described this initiative as part of its ongoing commitment to advocate the importance of sustainability with the next generation entering the fashion industry.

Share business learnings on what works and what doesn't.

Measuring impacts and progress

The measurement and evaluation of social and environmental impacts is a promising area for more collaboration. Many companies recognize this as an area of specialization beyond their core competencies.

For sustainable business initiatives ranging from water stewardship to the productivity of smallholder farmers, there is a need for more knowledge and practical tools to measure impacts and return on investment. Academics with expertise in quantitative evaluation methods could contribute to the learning and evidence base emerging from companies' work in these areas. This in turn could enable companies to make better informed investments, as well as potentially provide valuable content and experience for courses and other programming.

Sharing business examples and data

Many examples and data in business and sustainable development are being held confidentially within companies, including both learning from success stories and from projects that did not meet their objectives. Examples of projects that failed or required major course corrections can be particularly rich in insights on what works, what does not, and why.

Companies may over-estimate the risks and under-estimate the benefits of making information more widely available. External stakeholders are often supportive of authentic communication about missteps and the lessons learned from them. More collaboration and experimentation between academics, businesses and other partners could help to foster an environment of trust, leading to further sharing of information and learning points.

4B. INVESTING IN EMPLOYEE TRAINING AND EDUCATION

Companies based in the U.S. with at least 100 employees spent a total of \$90.6 billion in 2017 on in-house training and external training products and services.¹⁵ One estimate puts the size of corporate training budgets worldwide at \$362 billion for 2017¹⁶. A small share of this investment could help build the knowledge and skills of employees to advance companies' goals for sustainable development.

Three ways to help design effective employee learning for sustainable development include:

- *Clarify and integrate objectives for business strategy, sustainability and employee training and development;*
- *Combine real-life examples with expertise and insights from academics, NGOs and others; and*
- *Engage and empower employees to take action on sustainable development through active, experiential and peer-to-peer learning opportunities.*

Some training objectives will best suit teams that are directly managing sustainable development programs. This may include training on specific themes or issues that are critical to a company's programs. For example, teams may need advanced training in areas such as water resource management for a drinks company, sourcing from smallholder farmers for a food manufacturer, or energy efficiency for a retailer.

Leaders and employees across the business also need to understand the company's approach to sustainable development and how it relates to their roles and responsibilities. This may call for a combination of higher level training tailored to executives and more general training aimed at raising awareness and understanding for all employees. Training of this kind may

Leaders and employees across the business also need to understand the company's approach to sustainable development.

place a greater emphasis on motivation – the “why?”, as well as the “what?” and the “how?” – to ensure all employees are engaged and committed to the company's strategy and programs. It can also empower employees to take ownership of implementing and advocating for sustainable development in their functions and interactions with other team members and colleagues.

BOX 6 – THE UN GLOBAL COMPACT ACADEMY



Academy

The United Nations Global Compact launched the Academy¹⁷ – a new digital learning platform – in 2018, to help companies become more sustainable. The Academy is designed to provide businesses with the knowledge and skills they need to meet their sustainability objectives, mitigate business risks and achieve long-term growth by contributing to the 2030 Agenda for Sustainable Development.

Available to companies engaging with the UN Global Compact at the Participant level, the UN Global Compact Academy delivers an engaging learning experience focusing on the issues that matter the most to sustainable companies. The offering has a special focus on practical guidance for companies on aligning their business strategies and operations with the Ten Principles of the UN Global Compact and the Sustainable Development Goals, also referred to as the Global Goals.

The UN Global Compact Academy Learning Platform gives participants access to expert-led and interactive how-to sessions, e-learning courses and a global community of sustainable businesses. Users are able to access on-demand learning resources and measure their progress.

Engaging, broad-based sustainable development training programs can be a valuable way of deepening staff commitment to a company's purpose and values. Empowered and motivated employees can become effective advocates for the company's commitment and actions on sustainable development. Starbucks' Greener Apron Program, with training developed by ASU, aims to achieve this.

Engaging, broad-based sustainable development training programs can be a valuable way of deepening staff commitment to a company's purpose and values.

BOX 7 - THE STARBUCKS / ASU GREENER APRON PROGRAM



Starbucks and ASU partnered to create the Greener Apron Program, an online sustainability training program for Starbucks employees worldwide. The intention was to grow a global network of champions with the knowledge and motivation to increase both the company's and their own sustainability efforts. The course takes three to five hours and covers "What is

sustainability?" under themes including water and energy conservation, climate change and sustainable agriculture.

In addition to giving employees basic knowledge of the underlying issues, the course enables employees to understand and potentially speak about Starbucks' efforts to address them. It also aims to equip participants with the tools to make a difference in their workplace and in their own communities. Over 6,000 employees have participated in the program since its launch in 2016.

Starbucks chose to work with ASU because of its leadership in online learning and experience in sustainability education. For ASU, this was a prime opportunity to bring sustainability education directly to an audience of employees who could implement the learnings in the workplace and their home environment.

Collaborating with experts in higher education, non-profits and other organizations can help to develop robust content and learning objectives for training and development programs. Outside expertise can complement internal capabilities and help to build new skills. These partnerships can help to identify and apply relevant frameworks, analytical methods, approaches to measurement, and insights that go beyond a company's typical perspective.

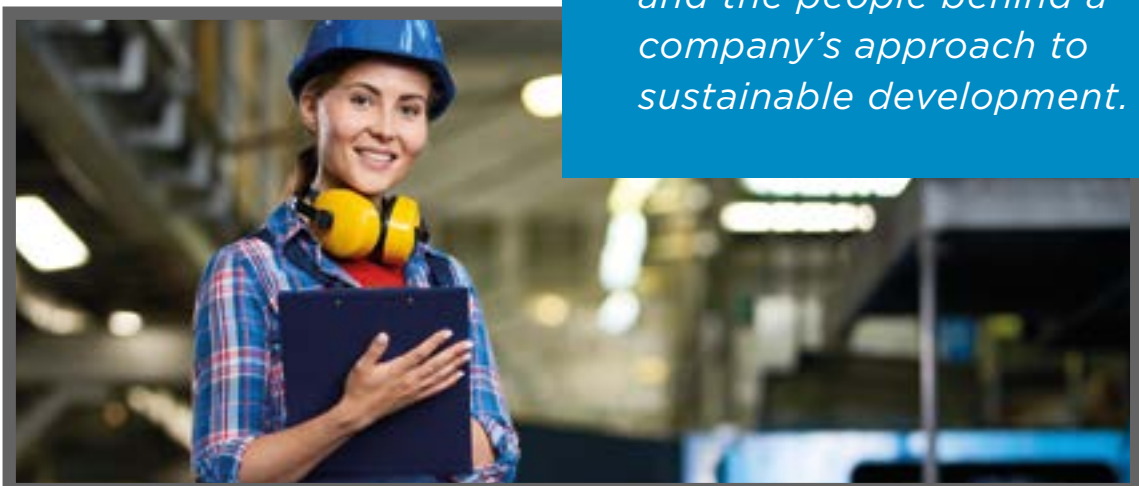
For example, Unilever and the Sustainable Food Lab partnered with the University of Aberdeen to create a tool to measure how improved agricultural practices can mitigate greenhouse gas emissions and other environmental impacts. Drawing on expertise from academics at the university, they developed The Cool Farm Tool, an impact calculator to help farmers measure and reduce the carbon footprint of crop and livestock products.

Opportunities for direct engagement and experiences can help employees make personal, emotional connections with the issues and the people behind a company's approach to sustainable development. These experiences can include opportunities to:

- *Learn more about the needs of customers from underserved groups;*
- *Contribute to sustainable development programs that strengthen links between the company and local communities; and*
- *Experience the context in which workers in the company's suppliers live.*

The Levi Strauss Service Corps and Credit Suisse Global Citizens Program each build employee engagement with suppliers into personal development objectives and talent development programs. Peer-to-peer learning, after employees return from supplier visits, can help to broaden engagement, deepen buy-in and make the most of limited resources.

Opportunities for direct engagement and experiences can help employees make personal, emotional connections with the issues and the people behind a company's approach to sustainable development.



BOX 8 - THE LEVI STRAUSS & CO SERVICE CORPS



Since 2015, Levi Strauss & Co has been connecting employees from across the company with the workers in its global supply chain around the world. The LS&Co. Service Corps is an immersion program for a group of employees to experience the company's Worker Well-being initiative, which supports workers

in the company's suppliers, in areas such as financial empowerment, health and family well-being, and equality.

Twice each year, groups of employees spend a week at a supplier in countries such as Mexico or Sri Lanka. Service Corps participants have the opportunity to interview and profile apparel workers, discovering more about their role, their aspirations and their home life. Participants learn how some of the social dimensions of sustainable development are applied in the Worker Well-being initiative, and take part in local environmental education, through the company's Project WET (Water Education for Teachers). Visiting employees join a Project WET training, alongside factory workers and local school teachers. Together they then use their learning to teach children in the local community about the importance of clean water.

BOX 9 - THE GLOBAL CITIZENS PROGRAM OF CREDIT SUISSE



Launched in 2010, the Global Citizens Program is an international skills-based volunteering program for Credit Suisse employees. By the end of 2018, Credit Suisse employees will have completed over 350 assignments in more than 50 countries. Designed to promote the transfer of skills and expertise between employees and social organizations, the program provides employees with the opportunity to apply and develop their talents while at the same time

building the capacity of partner organizations in the areas of education and financial inclusion. Learning often goes both ways for employees and partners, and the Global Citizens Program is integrated into broader employee training and leadership development.

In 2017, 26 Credit Suisse volunteers were sent to 12 countries to complete assignments with the bank's education partner organizations. The volunteers undertook a broad range of tasks from developing a marketing strategy and communications materials to strengthening HR or financial management systems. Twenty-four other employees were deployed with nine financial inclusion partner organizations in 11 countries. Assignments focused on implementing best practices in areas such as cash and risk management, credit scoring and client research to support partners in achieving their social and financial goals.¹⁸

Sustainable development skills and knowledge are inseparable from the core requirements of leadership in today's world. Leadership development programs such as Anglo American's Advanced Sustainability Management Program enable participants to uncover new insights and solutions to interconnected societal issues fundamental to the company's future.



BOX 10 - ANGLO AMERICAN'S ADVANCED SUSTAINABILITY MANAGEMENT PROGRAM



Anglo American developed its Advanced Sustainability Management Program in partnership with the Cambridge Institute for Sustainability Leadership and the University of Queensland's Centre for Social Responsibility in Mining. The program is designed to build the sustainable development management capacities of senior managers across the Anglo American Group, and has been embedded within the company's overall suite of management development programs.

The program has played an important role in helping senior managers to understand and respond to the expectations of host societies. It integrates theory, case studies, site visits and group working, emphasising the importance of engaging directly with on-the-ground projects that address pressing sustainable development challenges facing the company. The program strengthens the ability of participants to see these challenges through the eyes of their stakeholders and to explore what leadership on social performance would look like within their own context.

Part of the rationale for developing such a substantial course within the company was that there was no comparable education available for senior managers externally. The company has found that technical qualifications and degrees rarely equip senior managers to tackle the issues addressed in the course - a signal that there is unfulfilled business demand in this area, which might be an opportunity for universities. Equally, the partnership with Cambridge and Queensland was fundamental in designing the course to be rigorous and based on broad evidence and examples of what works and why.



4C. INFORMING AND ENGAGING OTHER CONSTITUENTS

Business has an interest in helping other constituents to understand the close connections between business success and sustainable development. Business can deepen this understanding through communication, education and collaboration, while positively influencing how these groups perceive and affect business performance, reputation and value. The approach and opportunities depend on the nature of company relationships and influence with different constituents.

Supplier training and capability building

Business has a direct opportunity to engage and influence suppliers and other direct business partners. Companies' contributions to

educating and training workers and management at suppliers have been linked to higher productivity, lower turnover, and reduced risks and costs. Through sustainable development training programs, both sides can better understand and collaborate on approaches to social and environmental practices that benefit one another and the local community.

Sourcing directly from small enterprises or farmers in low-income countries can create further opportunities for learning and collaboration. Companies can support their business by helping suppliers obtain access to financing, adopt new technology and increase productivity. Suppliers can help companies better understand business risks and trade-offs, build more productive relationships and strengthen their supply chains.

Investor relations

Investors are paying increasing attention to companies' practices and performance on environmental, social and governance issues. Responsible investment strategies accounted for 26 percent of all professionally managed assets globally in 2016¹⁹. Companies have an important part to play in helping investors understand how sustainable development issues affect the business, and how the company is responding in ways that avoid costs and risks, and add value to their business and society.

Policymakers

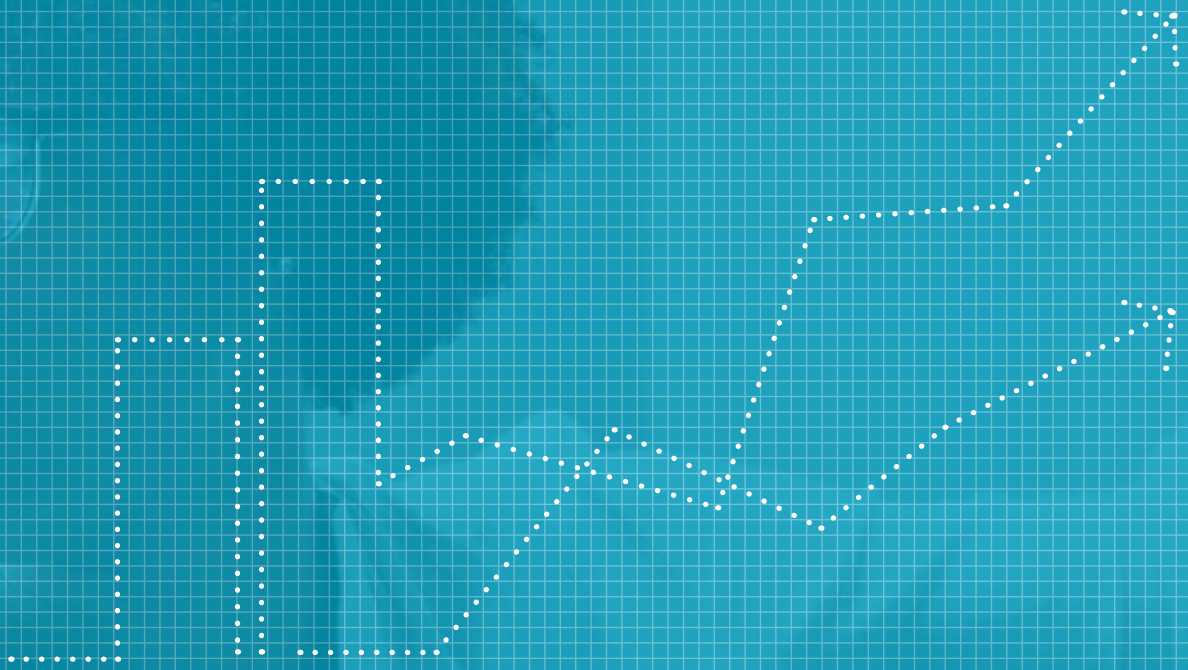
Businesses can influence policymakers by showing how business operations link to a country's or city's goals for sustainable development. This kind of engagement can help support governments' social and environmental objectives while creating business opportunities. In emerging and other markets, businesses with a commitment to sustainable development can inform policies that are favorable to good labor practices, environmental stewardship and inclusive economic development.

Businesses can influence policymakers by showing how business operations link to a country's or city's goals for sustainable development.

Communications with customers, communities and other groups

Companies can help consumers and communities understand the connections between business success and sustainable development. They can help frame complex issues in more direct and relatable terms. For example, is the transition to a low carbon economy a burden or an opportunity? Is the need to secure resilient water supplies a regulatory challenge in a zero-sum game, or a chance to partner for permanent improvements for all water users?

Many people respond positively to companies that communicate honestly about their positive and negative impacts on people and the environment. Businesses can benefit from showing how action on sustainable development is central to their everyday work, and essential for a flourishing society, inclusive economic growth and human progress.



5. RECOMMENDATIONS FOR BUSINESS

1.

Collaborate with partners to advance education for sustainable development and connect it to job skills and career paths. Engage and build partnerships beyond business schools across other departments, programs and learning opportunities. Help integrate practical sustainable development issues and learnings from business.

2.

Invest in employee training and education for sustainable development. Make sustainable development training central to leadership development programs. Motivate employees through using active learning approaches and exploring real sustainable development examples that connect employees with the company's purpose and values.

3.

Share business learnings on what works and what doesn't for sustainable development. Provide insights from tracking successes and failures in the company's sustainable development-related initiatives.

4.

Highlight the business demand for sustainable development skills and knowledge. Show HR teams, recruiters, policymakers and academics that sustainable development skills and knowledge are priorities for business.

5.

Educate and engage other stakeholders on sustainable development, from suppliers and investors to policymakers and customers. Demystify sustainable development through portraying it as a normal part of business life. Show how action on sustainable development offers opportunities that are central to the company's and society's success.

CONTRIBUTING ORGANIZATIONS

Leaders in sustainability from business, international organizations and academia gave insights and examples for this report through interviews and a roundtable meeting. The following companies and organizations contributed in this way:

AASHE

Adrian Hodges Advisory Ltd

Anglo American

Arizona State University

BSR

Business Fights Poverty

Credit Suisse

Levi Strauss & Co

Millennium Challenge Corporation

NRG

Oikos International

Pearson

PRME

RELX

Ross School of Business, University of Michigan

Teach SDGs

University of San Francisco

Walmart

FURTHER READING

- 1 US News and World Report, September 2018
<https://asunow.asu.edu/20180909-asu-news-ranked-most-innovative-US-school-fourth-time>
- 2 International Labour Organization, World Employment and Social Outlook 2018: Greening with jobs, 2018
- 3 The New Climate Economy, Unlocking the Inclusive Growth Story of the 21st Century: Accelerating Climate Action in Urgent Times, 2018
- 4 IRENA, Renewable Energy and Jobs: Annual Review 2018, International Renewable Energy Association, 2018
- 5 Environmental Defense Fund (EDF), IN DEMAND: Clean Energy, Sustainability and the New American Workforce, 2018
- 6 International Labour Organization (ILO), Working Toward Sustainable Development: Opportunities for decent work and social inclusion in a green economy, 2012
- 7 Pearson (2017) The Future of Skills: Employment in 2030
<https://futureskills.pearson.com/research/assets/pdfs/media-pack.pdf>
- 8 The Future of Jobs Report 2018, World Economic Forum
http://www3.weforum.org/docs/WEF_Future_of_Jobs_2018.pdf
- 9 UNESCO (2014) 'Roadmap for Implementing the Global Action Program on Education for Sustainable Development'
<http://unesdoc.unesco.org/images/0023/002305/230514e.pdf>
- 10 Higher Education Associations Sustainability Consortium (HEASC), 2016
- 11 The Next Phase of Business Sustainability by Andrew J. Hoffman, Stanford Social Innovation Review, Spring 2018
- 12 Transformational model for PRME implementation
<http://www.unprme.org/resource-docs/PRMETransformationalWeb.pdf>
- 13 HEASC, Sustainable Development Primer for Higher Education Presidents, Chancellors, Trustees and Senior Leaders, 2016
- 14 AASHE 2018 Sustainable Campus Index
<http://www.aashe.org/sustainable-campus-index/>
- 15 Training magazine's Training Industry Report, 2017
<https://trainingmag.com/trgmag-article/2017-training-industry-report/>
- 16 <https://trainingindustry.com/wiki/outsourcing/size-of-training-industry/>
- 17 UN Global Compact Academy
<https://www.unglobalcompact.org/academy>
- 18 Credit Suisse Global Citizens Program
credit-suisse.com/responsibility/gcp
- 19 2016 Global Sustainable Investment Review, Global Sustainable Investment Alliance
http://www.gsi-alliance.org/wp-content/uploads/2017/03/GSIR_Review2016.F.pdf

