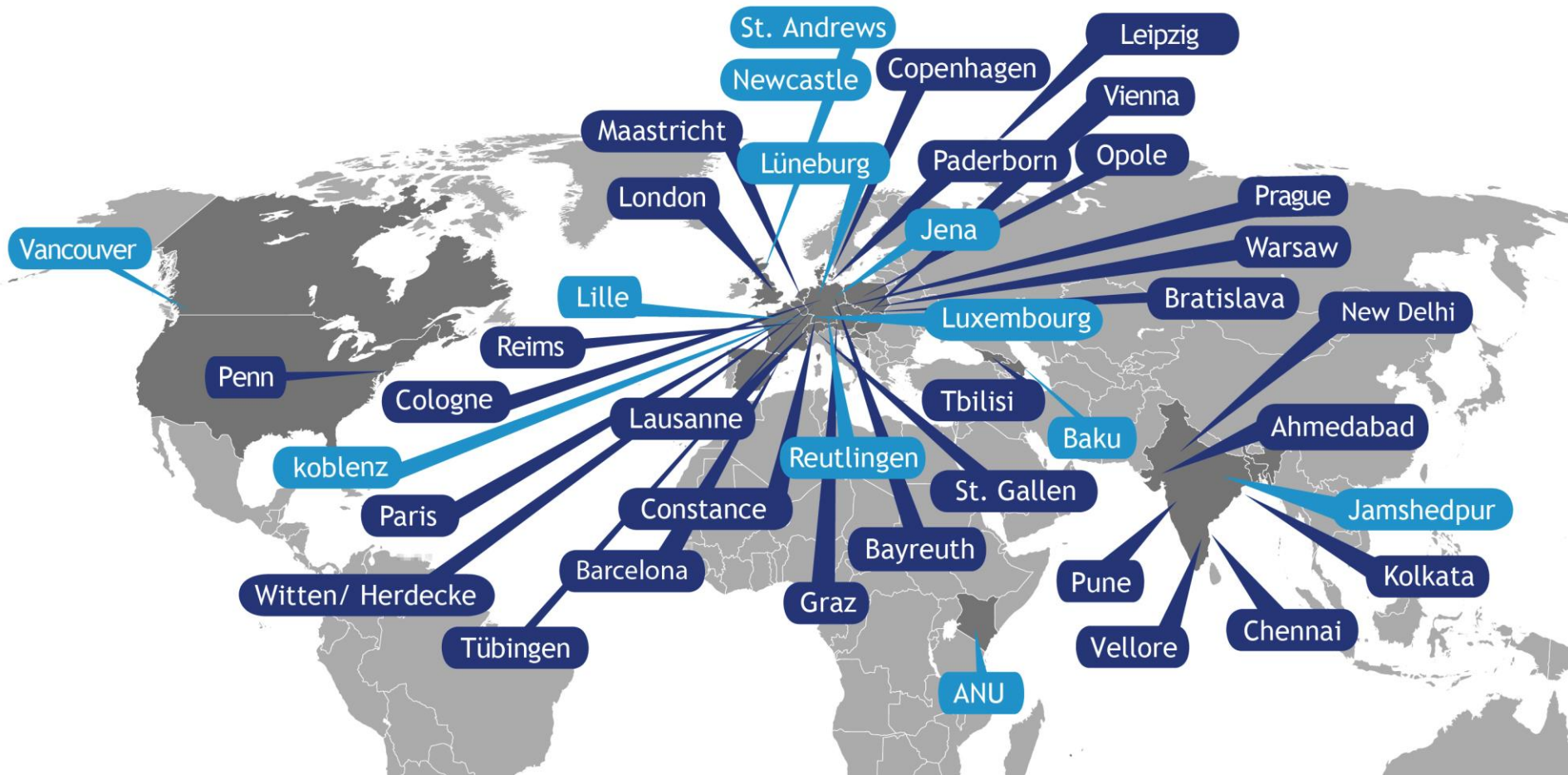




COPERNICUS Alliance Conference  
October 3, 2014  
Lenka Parkanova

**oikos**  
— — —

# oikos Chapters



# BE INFORMED

## What do we want to learn at our universities?

### Illustration: Business as UNusual, Survey by the NET IMPACT

- each year since 2006, the organization has surveyed students about college and university graduate programs, including each school's offerings, students' assessments of its strengths and weaknesses, a sampling of courses, annual program costs, key faculty and other information
- students were rating their graduate program's integration of social and environmental themes into curricula, career services, and student activities
- in 2014, 3 352 student shared their perspectives at nearly 100 programs
- focus: mainly business schools and MBA programmes in the US, few examples from Europe:
  - United Kingdom: Leeds University Business School (41% of students satisfied with the focus on social & environmental themes in their curricula)
  - London Business School (18%)
  - France: Audencia Nantes School of Business (76%), HEC Paris (19%)
  - Spain: ESADE Business School (61%), IE Business School (38%)

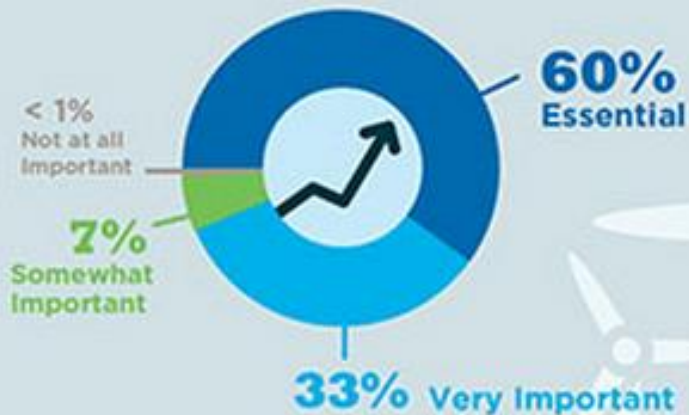


## BE INFORMED

What do we want to learn at our universities?  
(*Business as UNusual Survey, 2014*)

### Grad students look into the future of impact issues...

**93%** of students say social/environmental issues are important to a business' long-term success.



Students predict the **most important** issues for business to get right in the next ten years:

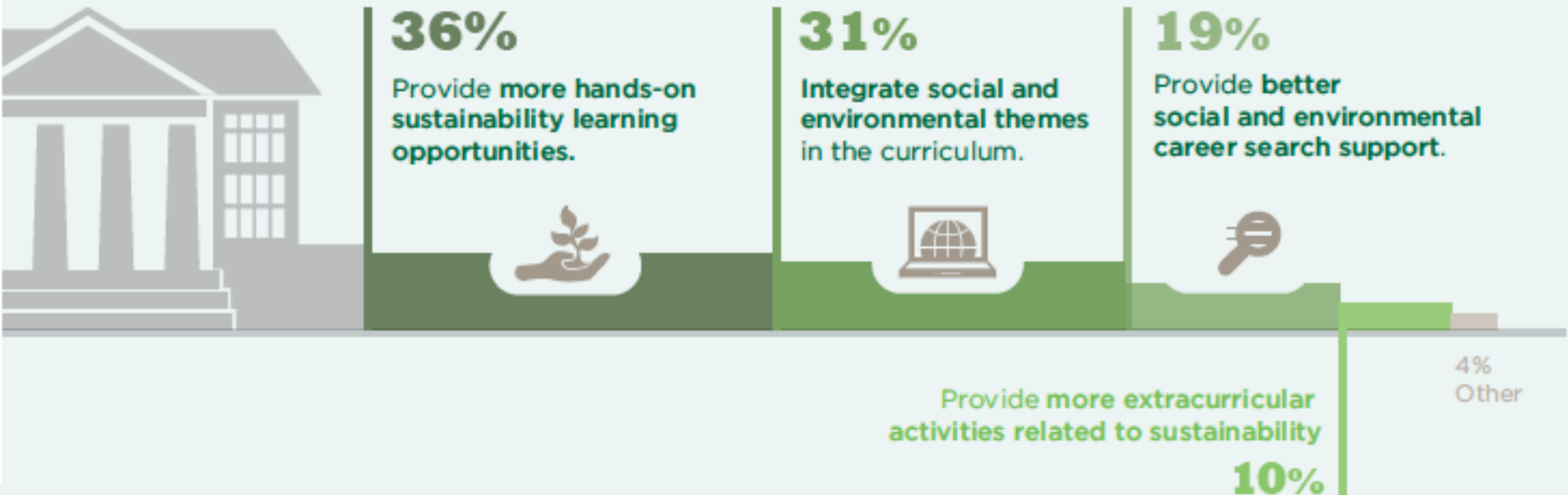
1. Climate & Energy [ 34% ]
2. Sustainable Product Development & Marketing [ 23% ]
3. Resource Conservation [ 17% ]
4. Supply Chain Management [ 14% ]
5. Human Rights/Fair Labor [ 13% ]

# BE INFORMED

(*Business as UNusual, 2014*)

## They look to their programs for preparation.

How grad programs could better prepare students to drive sustainable change:



Social Impact  
[ 3.71 ]



Environmental Sustainability  
[ 3.58 ]



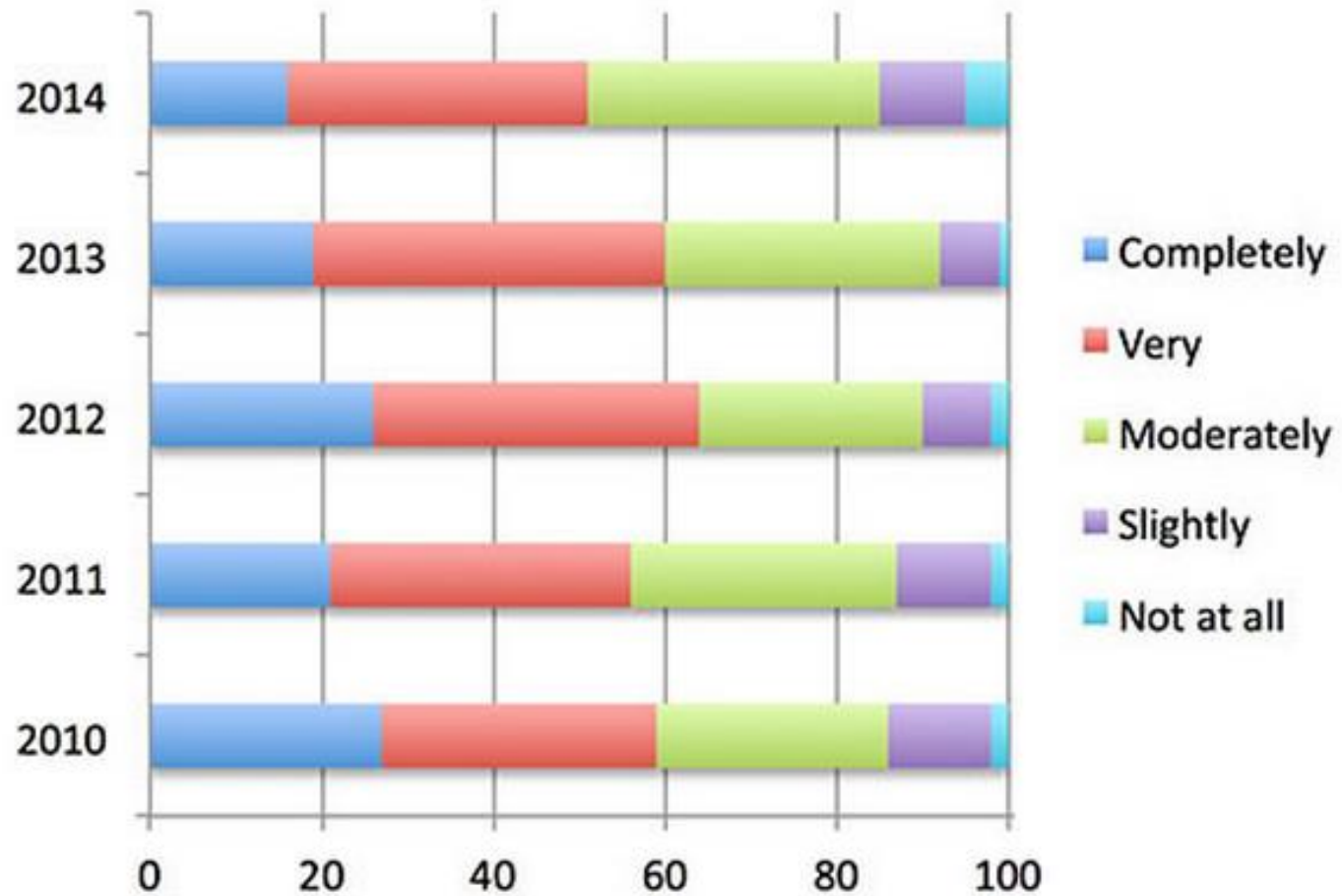
Programs' strengths average ratings.

We asked if learning about social/environmental business is a priority for students in graduate school programs.

88% of students responded yes!



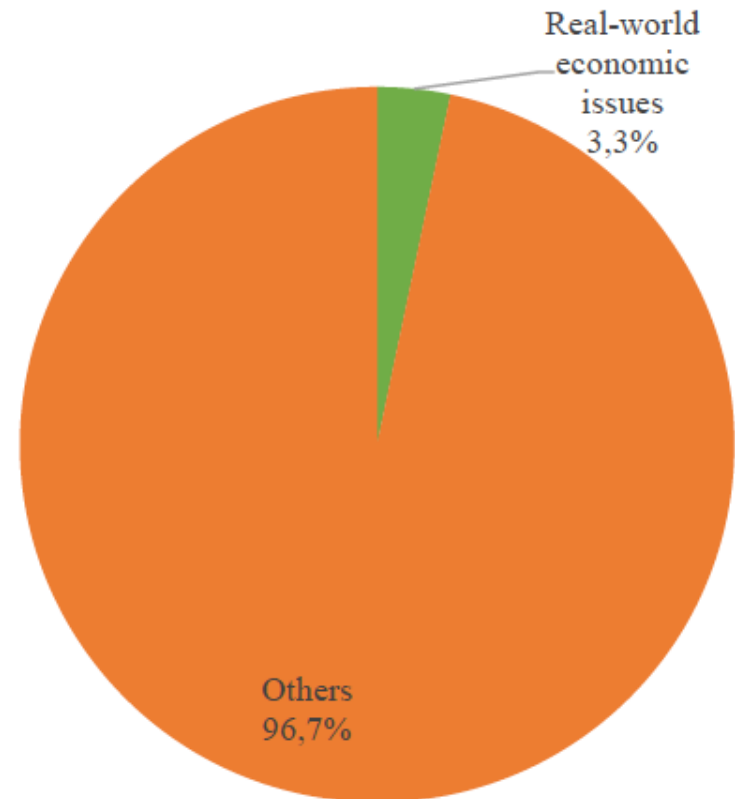
## How satisfied are you with the number of courses on social/environmental issues?



(not to) BE INFORMED  
*PEEPS Economie, France*  
*From Terrible to Terrific Undergraduate Economics Curricula*

→ No place for past and current real-world economic issues

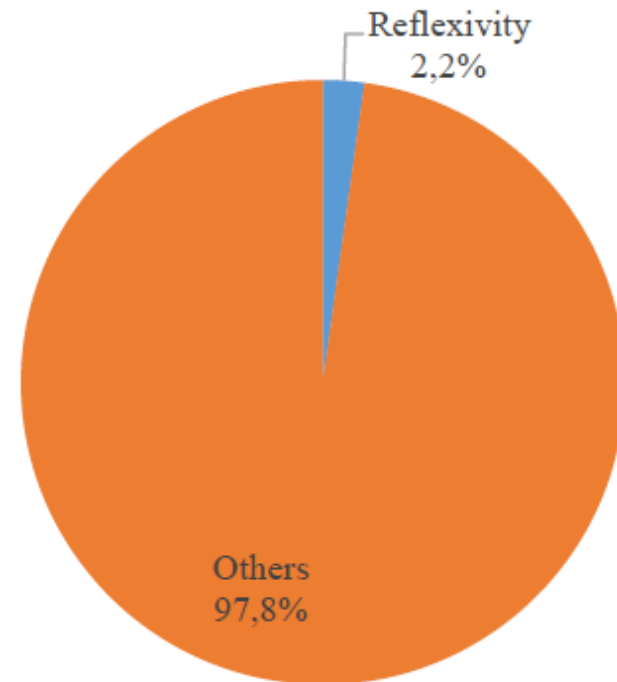
Contemporary economic issues	1.7 %
Economic History	1.6 %
Total Average for real-world economic issues	3.3 %



(not to) BE INFORMED  
*PEEPS Economie, France*  
*From Terrible to Terrific Undergraduate Economics Curricula*

→ **No time to reflect: the near absence of theory of knowledge, history of economic thought and economic theories**

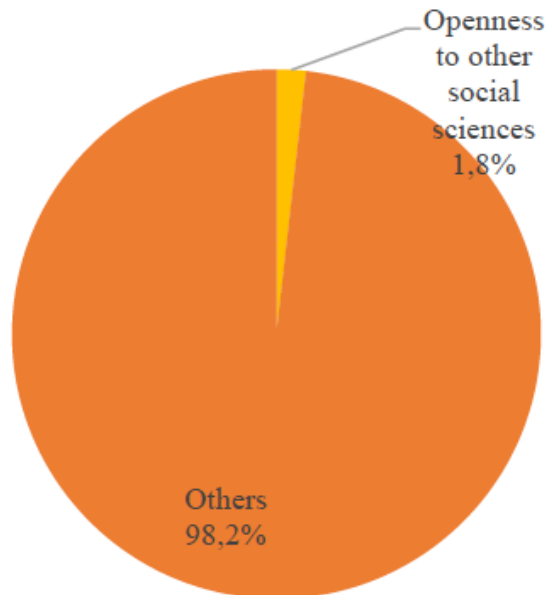
History of economics thought	1.7 %
Economic theories	0.5 %
Theory of knowledge	0.006 %
Total Average for reflexivity	2.2 %





(not to) BE INFORMED  
*PEEPS Economie, France*  
*From Terrible to Terrific Undergraduate Economics Curricula*

→ Splendid isolation from the other social sciences



Openness to other social sciences 1.8 %

# BE INFORMED

## How can we overcome the curricula gap?

### oikos Experience



#### Education

- close to 200 projects and events which offer sustainable perspectives on economics and management organised by more than 40 chapters all over the world every year
  - I-Green (Pune, India)
  - Summer School on Social Entrepreneurship (Tbilisi, Georgia)
  - Regional Meeting on Energy Policy (Warsaw, Poland)
  - Sustainable Breakfast (oikos Luxembourg)
  - Series on Sustainable Finance (Prague, Czech Republic)
  - oikos Conference (St. Gallen, Switzerland)
  - “Green stuff, heroes and shekels: Successful business with sustainability” (Paderborn, Germany)
  - Sharing Economy (Leipzig, Germany)
  - Waste Management Training (Nairobi, Kenya)
  - ...

#### Research

- supporting research of PhD Fellows working on micro-insurance, commodification of water and human rights obligations of corporations;
- supporting young scholars to develop their research during three Young Scholars Academies on Development, Economics, and Entrepreneurship;

# GET INVOLVED

## What role can we play in transforming (economics and management) education towards sustainability?

### I. Campaigning for change: ISIPE Open Letter

Initiated by over 65 associations in 30 countries, large media attention. As of the 29th of May 2014, 2400 individuals in 99 countries, mostly from academia, have signed up in support of the plea.

Call for: Theoretical pluralism – Methodological pluralism – Interdisciplinary approach

*“We are dissatisfied with the dramatic narrowing of the curriculum that has taken place over the last couple of decades. This lack of intellectual diversity does not only restrain education and research. It limits our ability to contend with the multidimensional challenges of the 21st century - from financial stability, to food security and climate change. The real world should be brought back into the classroom, as well as debate and a pluralism of theories and methods.”*

### II. Dialog and students' engagement at universities

- student movement: student organisations established at universities
- connection and cooperation with lecturers: shaping curricula together, oikos Advisors
- negotiation with university management

## MAKE A DIFFERENCE For Students - By Students

- **Tübingen:** Microfinance lectures organised by oikos Tübingen have been taken over by the University which now runs a five-day seminar on microfinance
- **Lüneburg:** Series of lectures on Post Growth at the Leuphana University
- **Konstanz:** Sustainable Urban Development course
- **Witten/Herdecke:** [oikos Winter School](#)



## MAKE A DIFFERENCE

### 5 Key educational principles illustrated by the oikos Summer School

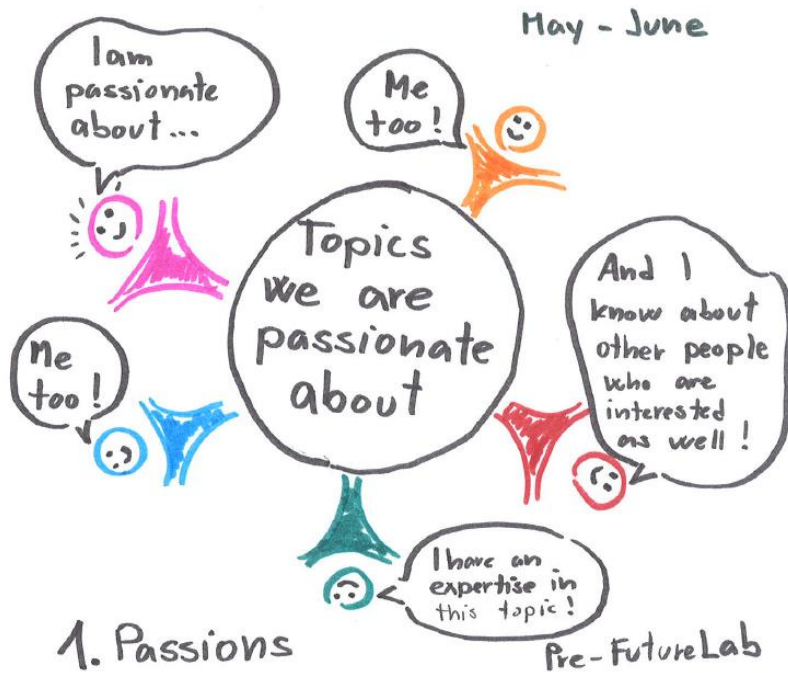
1. **Ownership** = Responsibility for your own learning process
2. **Critical Thinking** = Willingness to understand mainstream paradigms and having the courage to challenge them
3. **Value Oriented Approach** = Starts with ourselves (e.g. respecting our team members) and continues towards addressing world's challenges
4. **Learning by Doing** = Experiencing and practising theoretical concepts
5. **Reflecting** = Realising and deepening your own learning experience





# MAKE A DIFFERENCE

## Learning Circles



Let's

Act!

Post-FutureLab

**How can we (students) contribute to curricula change?**

**What needs to be done in order to allow us shape our own education in terms of content and methodologies?**

**How can we work together to improve university environment?**

# Be Informed - Get Involved - Make a Difference



Subscribe for  
the newsletter

[www.oikos-international.org](http://www.oikos-international.org)  
[info@oikos-international.org](mailto:info@oikos-international.org)

**CALLS OPEN!**

**Young Scholars Entrepreneurship Academy  
Exploring Social Issues in Entrepreneurship**

**January 11-22, 2015**

**Call for Cases**

**Tracks: Sustainable Finance, Corporate Sustainability  
& Social Entrepreneurship**

**Deadline, December 8, 2014**

**UPCOMING...**

**oikos PhD Fellowship in Sustainability in Finance  
(September/October)**

**Young Scholars Energy Academy  
(May 31 – June 4)**

**Young Scholars Finance Academy  
(June 8 – 12)**