

# The UN Sustainable Development Goals – a framework for innovation in enterprise and entrepreneurship education.

## Findings of EEUKRP award winners 2017-2018.



UK Investor in Equality and Diversity (UKIED) Corporate Gold/Embedded Charter Mark.



Enterprise  
Educators  
UK



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Dr Andreas Walmsley

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IEEC 2018,

Leeds, September 5<sup>th</sup> 2018

Centre of Excellence in  
Education for Sustainable  
Development



2:1 Class Universities



First Class University

# Chris Moon - background



Eco-entrepreneur

Finalist, international Innovation & Entrepreneurship

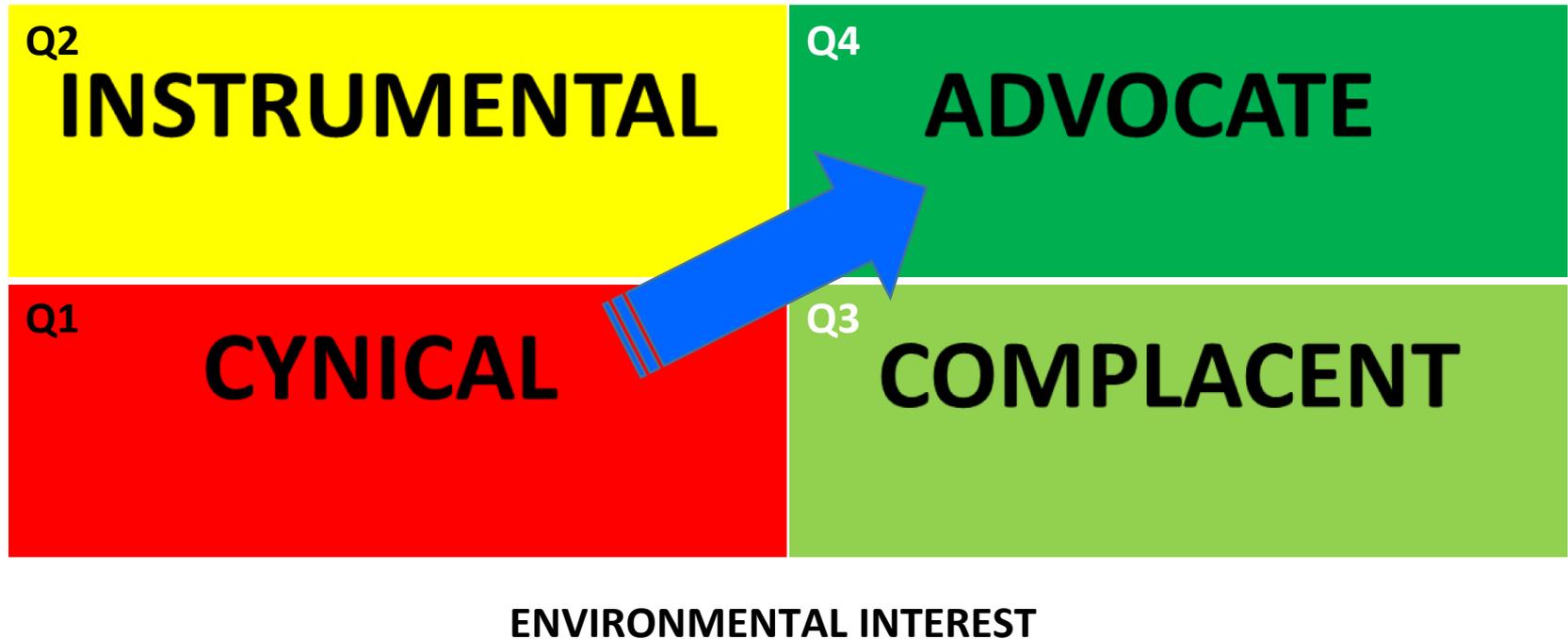
Teaching Excellence Awards 2015.

Nominated as Most Inspiring Teacher  
2018.



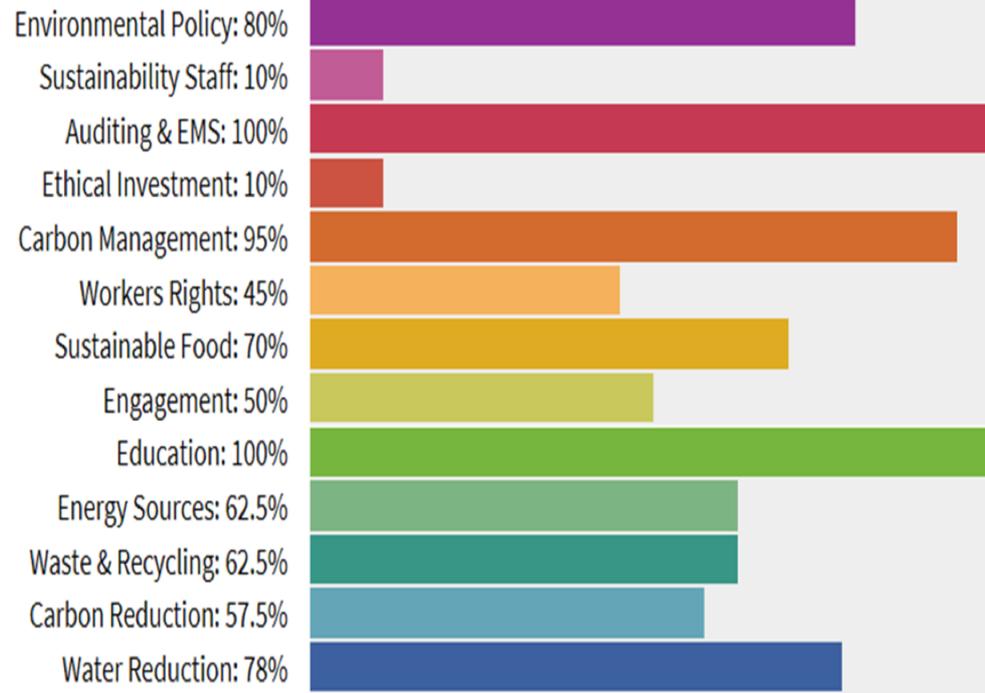
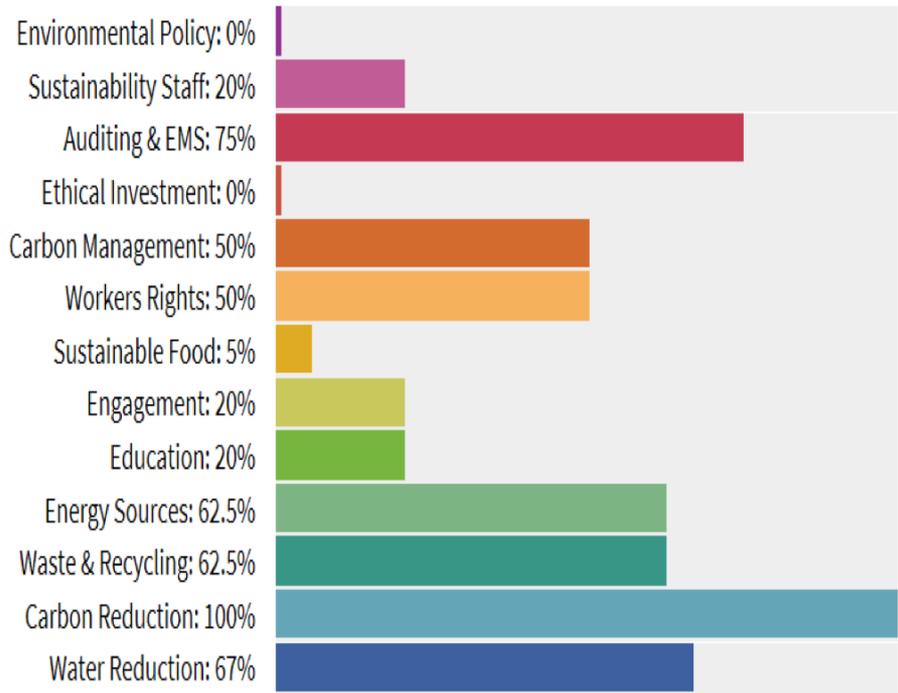
# Prior survey results (300 business students)

INTEREST IN GREEN BUSINESS MODULE



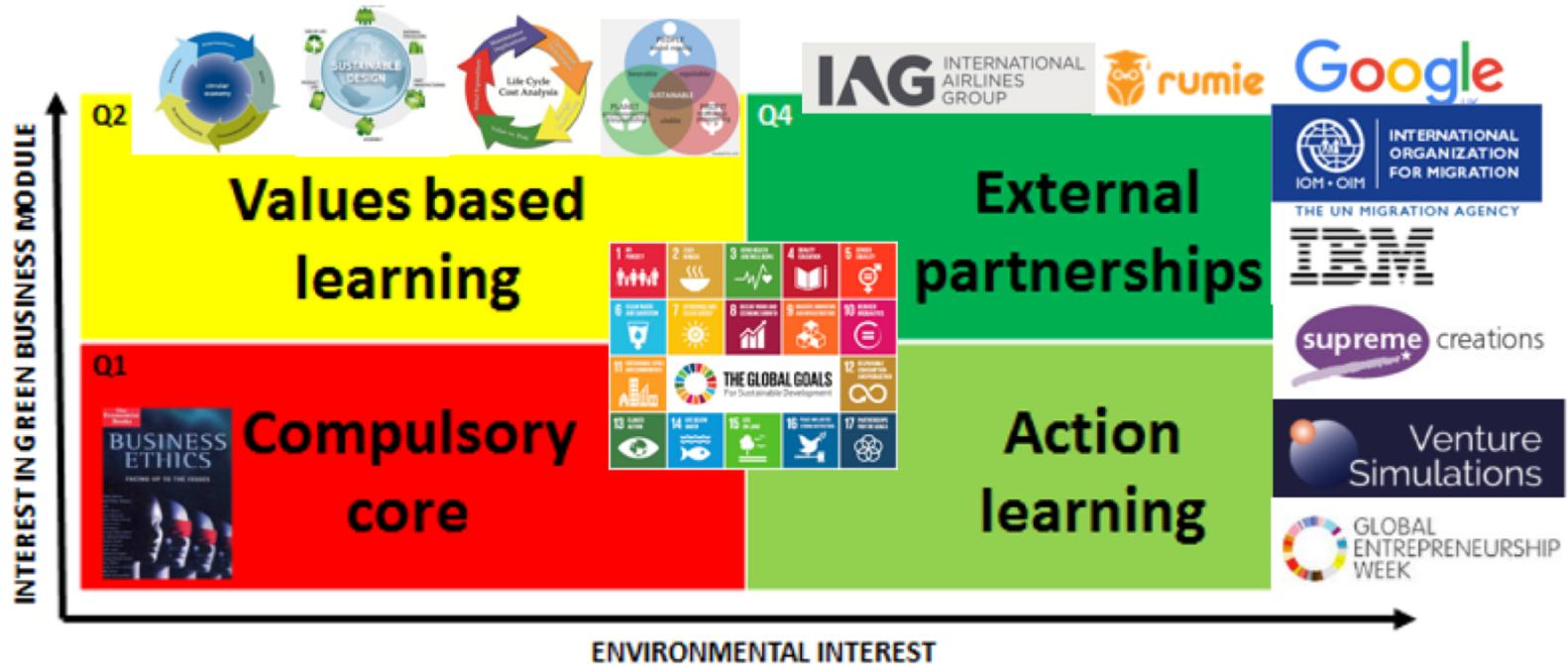
“Business schools prescribe a profit-driven and materialistic worldview to students that can compromise their ethical values and weaken their perceptions of social responsibility...”  
(Ghoshal, 2005; Mitroff, 2004).

# People & Planet results for 46th v 14th



Focus: Engagement & Education

# Pedagogical strategies



# Learning 'gain' by students



Nominated in student-led teaching awards for most outstanding academic 2017; most inspiring teacher 2018.

# SDGs and 'creativity'



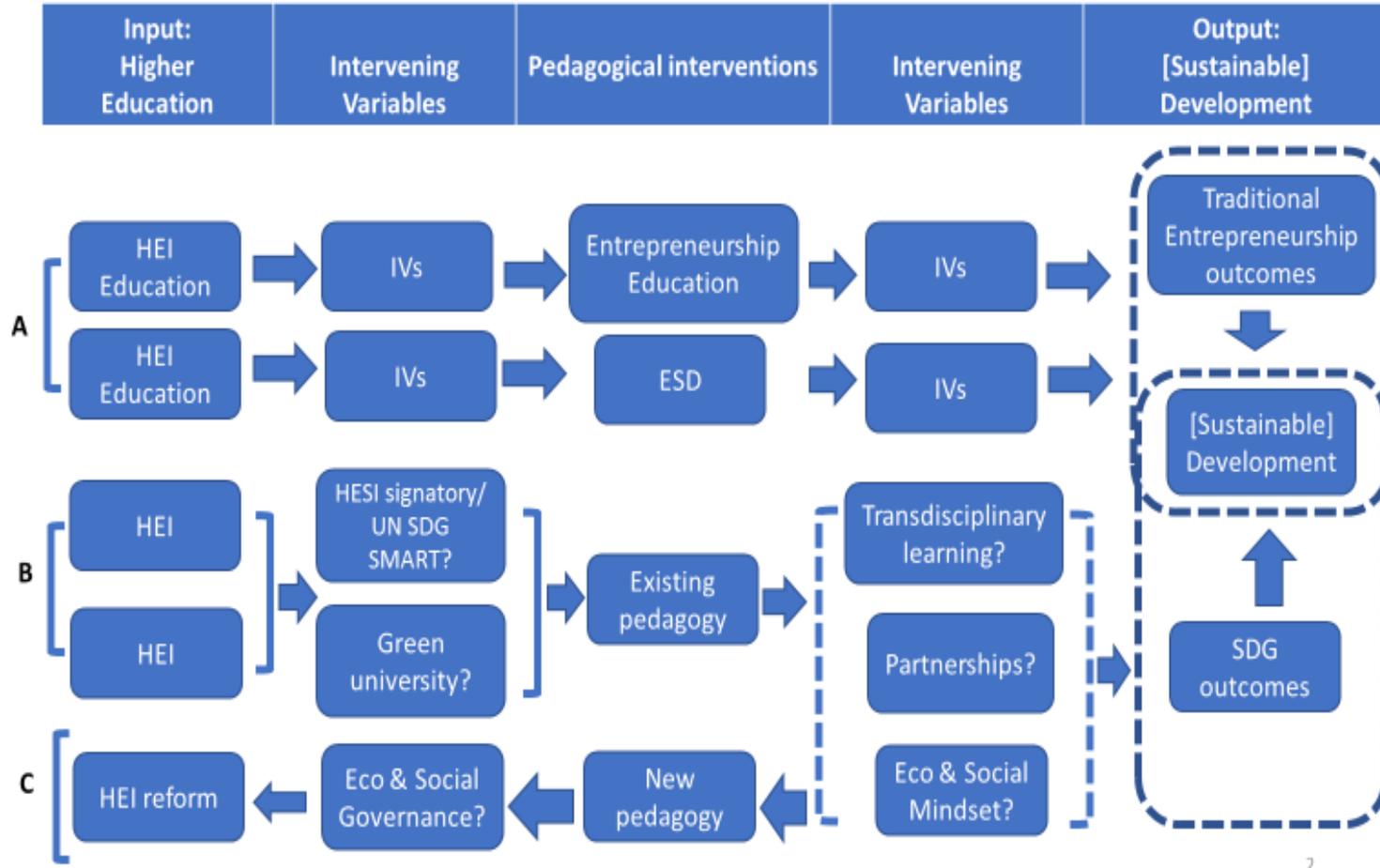
FREE  
from  
SLAVERY

# The current study 2017-2018 (funded by Enterprise Educators UK)

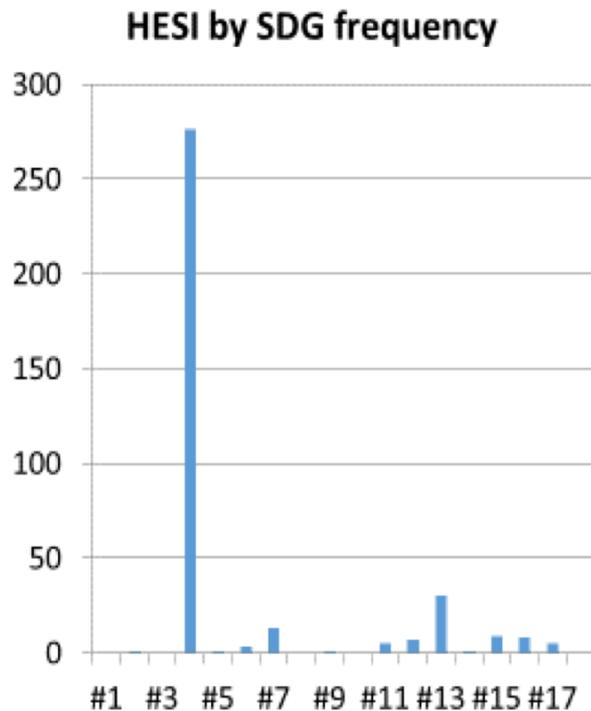


300+ signatories to the UN HESI globally.

# Conceptual framework



# Preliminary results – 306 HEIs



Raw data

<b>SDG#4</b>	<b>Education</b>	<b>N=276</b>
SDG#13	Climate Action	N=30
SDG#7	Affordable & Clean Energy	N=13
SDG#15	Life on Land	N=9
SDG#16	Peace, Justice & Strong Institutions	N=8
SDG#12	Responsible Consumption & Production	N=7
<b>SDG#17</b>	<b>Partnerships For The Goals</b>	<b>N=5</b>
SDG#11	Sustainable Cities & Communities	N=5
SDG#6	Clean Water & Sanitation	N=3
SDG#5	Gender Equality	N=1
<b>SDG#9</b>	<b>Industry, Innovation &amp; Infrastructure</b>	<b>N=1</b>
SDG#14	Life Below Water	N=1

**Missing: #1 No Poverty; #2 Zero Hunger; #3 Good Health & Well-Being; #8 Decent Work & Economic Growth; #10 Reduced Inequalities.**

© Chris Moon 2017

# Plus in-depth follow up

- Most HEIs only commit to SDG #4 Education
- Exceptions demonstrate benefits of commitment to multiple SDGs
- Follow-up survey revealed more depth; and identified best practices
- Supports call for transdisciplinary approaches to teaching, research and practice
- Supports call for collaboration e.g. external partnerships
- Supports call for 'sustainability mindset' measures

# Best practices (examples)

- ESPAE-ESPOL – five companies presented their experiences and progress in aligning their strategies with the SDGs through use of the **SDG Compass** tool.
- Austria’s “Sustainability Challenge” – intra- and transdisciplinary course in **cooperation between four HEIs** – encourages students to develop their own business solution together with business partners. TryOut – six-week internships in start-ups.
- Germany’s “Outside the University Box” provides city challenges for students with three **external partners**: the city administration, a local food entrepreneur (start-up company) and a municipal institution for elderly people and intense nursing. Working with a company partner on corporate sustainability communications. Internship in an institution with disabled persons.
- ChallengeLab.org of the Chalmers University of Technology provides a broad platform for students to engage and take on the planet’s biggest challenges in **collaboration with industry, governments and academia**.
- Stanford University Sustainable Urban Systems (SUS) initiative – an initiative which applies multiple engineering knowledge fields in an **integrated approach** to shape the future of cities to test SDG localization strategies, collecting relevant actionable data at the city level to achieve the SDGs.

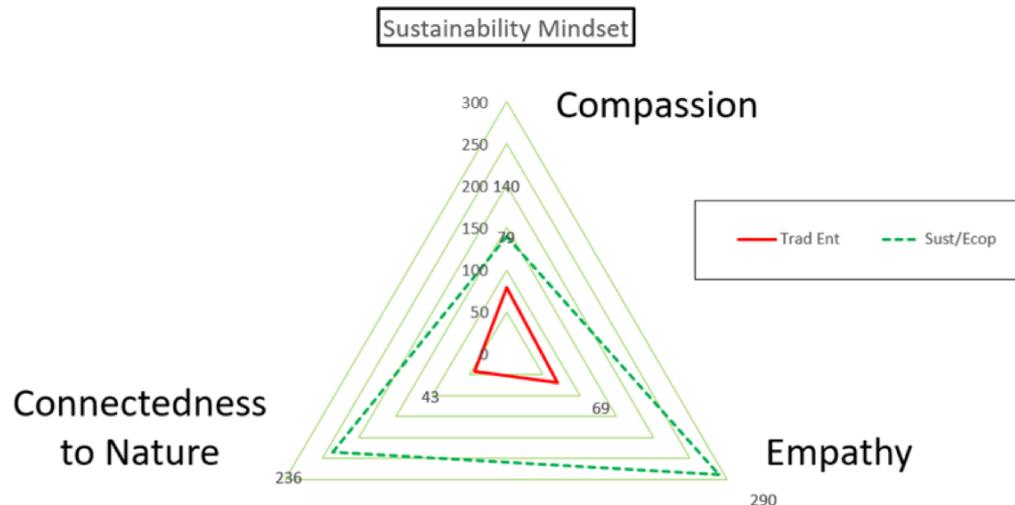
# Focus groups – UG & PG students

<b>Traditional entrepreneur</b>	<b>Sustainability/eco entrepreneur</b>
<i>Money driven</i>	<i>I don't consider meeting high profits, outcompeting competition, but I message success on impact I have on others. I am also not motivated by money but my impact I make on others.</i>
<i>More about the money</i>	<i>The Earth has finite resources, what is the point in creating a lot of value for shareholders if there is no world to live on?</i>
<i>Not an eco-freak</i>	<i>There is more money in sustainability at the moment as the concept is setting new precedents for future companies</i>
<i>Because my main focus is not on sustainability</i>	<i>I tend to do what I believe and what I think is the best for everybody in term of business.</i>
	<i>At the start of the course, I was more of a traditional [entrepreneur], however, after doing a sustainability module, I am now more aware of the importance of sustainability.</i>
	<i>I try to balance economic success with environmental and social concerns... it's not all about maximizing profit for me... I believe in the need for 'balance'.. I'd start my business because I want to make things right and make the decisions.</i>
	<i>I'm interested in helping the society, rather than just making profits for my own.</i>
	<i>Sustainable entrepreneur is more concerned with their effect on the planet but traditional entrepreneurs don't worry too much about their effect and are more concerned about their economic progression.</i>
	<i>Usually a person who is identified as an eco/sustainable entrepreneur is a person who is concerned with the environment and social problems of the world and attempts to be part of solution through entrepreneurial activities and innovation.</i>
	<i>A sustainable entrepreneur is someone who believes in wanting to do something different whose main mission is to help the society</i>
	<i>Ultimately, entrepreneurs more focused on sustainability are the ones who will look after the ones around them, including the environment and social concerns, even at the cost of their business.</i>

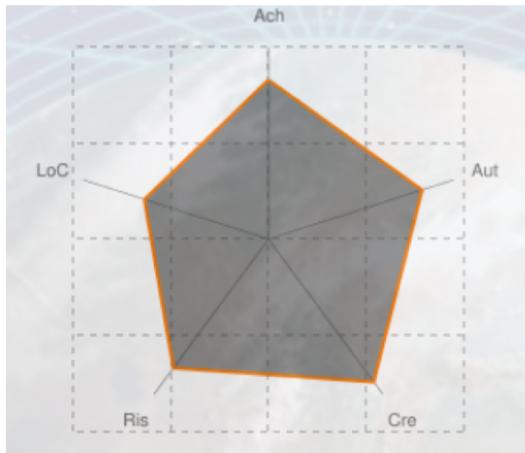
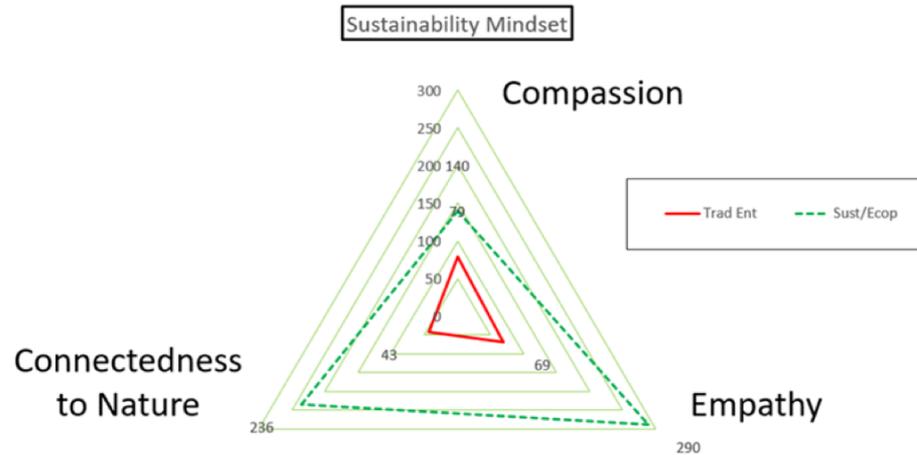
# Practice implications – developing a toolkit with business re: sustainability mindset

Sub-scales.

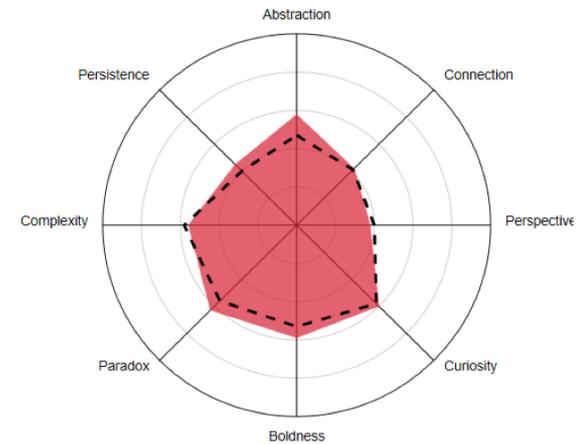
- Empathy i.e. Hockerts (2016) - the Social Entrepreneurial Antecedents Scale (SEAS)
- Compassion i.e. Gilbert et al (2011) competitiveness and caring schedule (CCS)
- Connectedness to nature i.e. Mayer & McPherson Frantz (2004) - (CN).



# New 'Sustainability Mindset' tool - ECC



General Enterprise Tendency



Creativity test

# References

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# Resources – Sustainia100



## EVALUATION CRITERIA

- ✓ READILY AVAILABLE
- ✓ FINANCIALLY VIABLE
- ✓ SCALABLE
- ✓ IMPROVE QUALITY OF LIFE
- ✓ POSITIVE ENVIRONMENTAL IMPACT

# Resources - EntreComp



e.g. CASE (2017)  
Competencies for A  
Sustainable Socio-Economic  
Development:

“...sustainable entrepreneurial education, increasing university-business cooperation, new university spin-offs or related start-ups in the area of a “green economy” and a subsequent change in the curricula of European HEIs.”

[www.case-ka.eu](http://www.case-ka.eu)

# Resources – DNV

**GLOBAL OPPORTUNITY REPORT 2017**

Your guide to a world of opportunities

**SMART WATER TECH**

**CITIES DISRUPTED BY CLIMATE CHANGE**

**UPGRADING INFORMAL HOUSING**

**2016**

- Smart cities
- Smart farming
- Smart grids
- Smart buildings
- Smart infrastructure
- Smart energy
- Smart mobility
- Smart water
- Smart waste
- Smart health
- Smart education
- Smart security
- Smart justice
- Smart governance
- Smart industry
- Smart agriculture
- Smart forestry
- Smart fisheries
- Smart aquaculture
- Smart mining
- Smart oil and gas
- Smart power
- Smart transport
- Smart logistics
- Smart retail
- Smart e-commerce
- Smart services
- Smart entertainment
- Smart media
- Smart advertising
- Smart marketing
- Smart research and development
- Smart innovation
- Smart entrepreneurship
- Smart startups
- Smart venture capital
- Smart private equity
- Smart public equity
- Smart debt
- Smart insurance
- Smart reinsurance
- Smart risk management
- Smart compliance
- Smart legal
- Smart HR
- Smart talent
- Smart diversity and inclusion
- Smart sustainability
- Smart ESG
- Smart CSR
- Smart philanthropy
- Smart social impact
- Smart community development
- Smart social enterprise
- Smart social investment
- Smart social finance
- Smart social bonds
- Smart social impact investing
- Smart social impact funds
- Smart social impact measurement
- Smart social impact reporting
- Smart social impact evaluation
- Smart social impact attribution
- Smart social impact integration
- Smart social impact leadership
- Smart social impact innovation
- Smart social impact collaboration
- Smart social impact ecosystem
- Smart social impact network
- Smart social impact community
- Smart social impact culture
- Smart social impact values
- Smart social impact mission
- Smart social impact vision
- Smart social impact strategy
- Smart social impact goals
- Smart social impact metrics
- Smart social impact indicators
- Smart social impact key performance indicators
- Smart social impact balanced scorecard
- Smart social impact dashboard
- Smart social impact scorecard
- Smart social impact report
- Smart social impact communication
- Smart social impact marketing
- Smart social impact public relations
- Smart social impact media relations
- Smart social impact stakeholder engagement
- Smart social impact stakeholder consultation
- Smart social impact stakeholder dialogue
- Smart social impact stakeholder collaboration
- Smart social impact stakeholder partnership
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**2017**

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- Smart marketing
- Smart research and development
- Smart innovation
- Smart entrepreneurship
- Smart startups
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- Smart public equity
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# Resources – QAA/HEA



“...over two-thirds of students surveyed believe that sustainable development should be covered in their degree courses.” (p.6).