MASTER'S DEGREE FINAL PROJECT

Final Master's Thesis (2019/2020) (SBG120)

International Business for Peace:

Adopting an Academic Peace Education Approach

to Encourage Corporate Peacebuilding

Presented by:

Jasmina Schroff

Student ID:

al383528

Presented to:

Dr. Alberto Cabedo Mas

89188 Merklingen, Germany, October 2020

Education does not change the world.

Education changes people.

People change the world.

~ Paulo Freire (1970)

Acknowledgements

Eskerrik Asko to Gernika Gogoratuz and especially to Iker Atxa for inspiring me to combine my expertise in and passion for international business and peacebuilding to create this wonderful project. Thank you also for inviting me to the *Economía de Paz, Empresa Vasca y Derechos Humanos* conference in the Basque Country in October 2019.

Thank you dear Prof. Yoany Beldarrain for all your support and kindness along the way and for implementing the project in your classroom. Without your continuous time and efforts dedicated, all of this could not have been possible. I feel deeply grateful and honoured.

I would like to express my thankfulness to Dr. Alberto Cabedo Mas for his kind words and advise as my tutor along this project and accompanying thesis. Thank you especially for coordinating everything and for being open to new ideas during this challenging year.

Thank you Dr. Gloria María Abarca Obregón for being a wonderful peace educator, professor and human being. I feel honoured to share interesting discussions, peace and dialogue circles, yoga and meditation. Thank you for being an inspiration with your work in Mexico and around the world as well as for offering me your material, support and advice.

I wish to express my gratitude to Dr. Jennifer Murphy, Gigio and Jenny for co-teaching the most awakening and beautiful course of the master's program. Thank you for holding and sharing a safe space and for allowing us to unfold our potentials and grow in all directions.

My deepest thanks go to all the professors and coordinators of the master's program in Peace, Conflict and Development Studies at Universitat Jaume I, Spain. The past two years were intense, eye-opening and truly inspiring. Thanks to each and everyone for giving her and his best on a daily basis to make this world a better place.

Special thanks to my family and dearest friends for your trust, appreciation and warm-heartedness. Thank you for holding me, when I need it, and for pushing me to become my best self. I am deeply grateful for all the love, freedoms and many peaces that surround me.

Key Words

Peace Education, International Business, Conflict Transformation, Corporate Peacebuilding

Abstract

Direct, structural and cultural forms of violence are deeply rooted in and exacerbated by the complex web of international business operations today. On the other hand, conflict-sensitive and ecologically regenerative approaches, are gaining increased attention from policy makers, business managers, and researchers across diverse fields. This evokes the question on how to leverage peacebuilding expertise for international business management to enable future business leaders to take responsible decisions. This master thesis aims at providing a response by tailoring a peace education project for university students at one of Germany's most reputable business studies program.

First, this thesis develops a conceptual framework based on research at the business – peace nexus. Second, the project life cycle, including project definition, planning, implementation, evaluation and closing, is explained in detail. Third and last, the conclusion includes limitations of the project and future efforts towards bringing peace to life.

Index

List of Abbreviations

APPG ……………………………...……………….…..…………All Party Parliamentary Group

BBC ….……………………………...……………….……………British Broadcasting Corporation

BSc………………………………………………..…………….……………Bachelor of Science

B4P………………………………………….…....…………….……………..…Business for Peace

e.g. ……………………………………………...……………….…………....….…example given

ESB …………………………………………….…………..…European School of Business

ESG ...…..………………………………………………Environmental, Social and Governance

EU ……………………………………………..……………….……………...……European Union

GC ……………………………………………..……………….……………...……Global Compact

GDP………………………………………...…………….………Gross Domestic Product

HIIK….…..…...…………….………….…...Heidelberg Institute for International Conflict Research

IB ………………………………………..…………….…………...International Business

ICMHD………………...………...International Centre for Migration Health and Development

ILO ………………………………………...………...International Labour Organization

IPCC …………………………………..………...Intergovernmental Panel on Climate Change

IOM …………………………………………...……...International Organization for Migration

OECD…………………...………...Organisation for Economic Co-operation and Development

OHCHR…………….…...Office of the United Nations High Commissioner for Human Rights

PRIO …………………………………………...……………...Peace Research Institute Oslo

RBC …………………………………..…....…………...Responsible Business Conduct

SDGs………………………………………...…………...Sustainable Development Goals

UCDP ……………………...………………………...………...Uppsala Conflict Data Program

UN……………………………………………...………….…………....……United Nations

UNCTAD……………………………......United Nations Conference on Trade and Development

UNECE ………………………..……......United Nations Economic Commission for Europe

UNESCO ……………….……United Nations Educational, Scientific and Cultural Organization

UNICEF……………………………………………...United Nations Children's Fund

UNOCHA……..………....United Nations Office for the Coordination of Humanitarian Affairs

USP…………………………………………………….................Unique Selling Proposition

List of Illustrations

List of Tables

1 Key Definitions

The following definitions facilitate a holistic understanding, given the interdisciplinary and complex nature of this master's thesis.

Business

Business or *international business* and the adjective *corporate* are used in a simplified manner for any national, regional, multinational, transnational or global company that operates in, sells to or sources from a crisis-ridden or conflict-affected country or area. Any company size, business structure, industry sector and country are included in this definition. This thesis acknowledges that there are significant variations within this heterogeneous group and emphasises that in practice each setting needs to be analysed individually (Hayes 2020).

Peace

▪ **Negative Peace | Positive Peace | Peace Culture**

The notion of peace has been historically defined as antagonism of war and is still contrasted against three types of violence: (1) *direct violence*, the use of force or emotional manipulation (e.g. armed conflict, torture), (2) *structural violence*, including systematic oppression and unequal socio-economic and political conditions (e.g. poverty, deprivation of basic needs), and (3) *cultural violence*, including aspects of culture, ideology, art, language and even formal science that justify, reinforce and/or legitimize direct and structural violence (e.g. hate speech, racism) (Galtung 1996). On the other hand, (1) *negative peace* denotes an absence of direct violence, while unequal power structures or oppressive systems remain in place. (2) *Positive peace* refers to the absence of direct and structural violence, while aspects of culture and language such as hate speech continue to promote violence. Ultimately, the term (3) *peace culture* refers to a situation in which all forms of violence are absent and in which cultural practices promote peace, love, respect, freedom and justice (Galtung 1996). A large majority of peacebuilding scholars endorse the assumption that a combination of direct, structural and

cultural violence drivers spark and fuel continued armed conflict. It is thus aspirational to aim for positive peace and a peace culture.
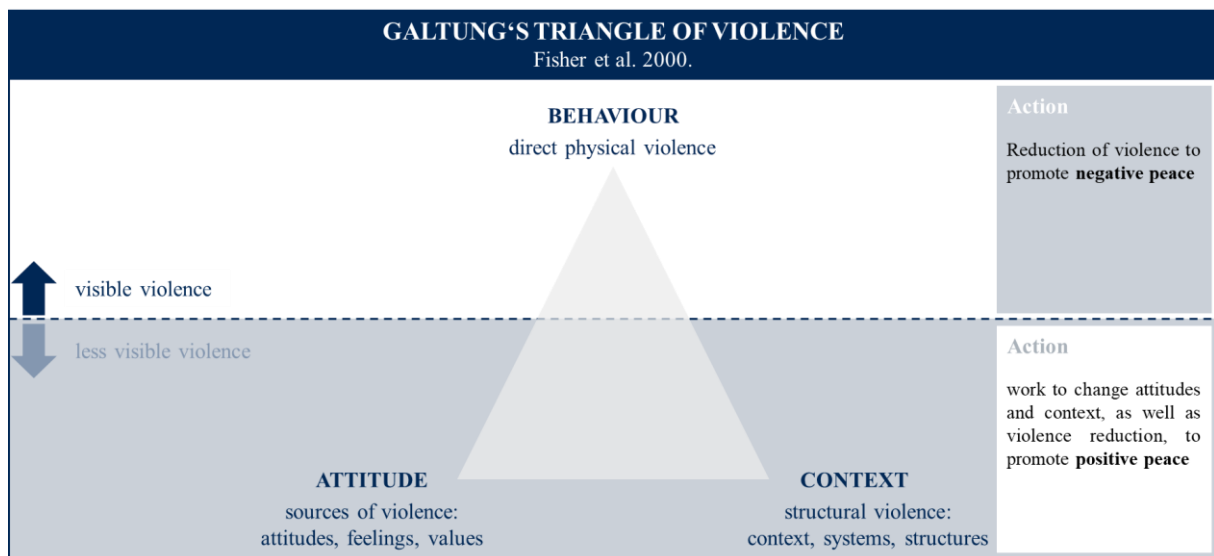

Figure 1: Galtung's Triangle of Violence (adopted from Fisher et al. 2000, 10)

▪ **Ecological Peace**

Galtung's triangle of violence was largely criticized for neglecting the environment. E*cological peace,* also denoted as *environmental peace* or *peace ecology,* is a growing field of research, linking environmental consciousness with peace consciousness. On the one hand, the environment, its resources and functioning ecosystems are fundamental for the livelihoods of millions of people living in rural and peri-urban areas. On the other hand, the fight over access to natural resources and/or the implications of the extraction thereof for local populations are a root cause for violent conflicts around the world. Furthermore, environmental projects could be used to build bridges of collaboration between parties in conflict. While the interrelationships between the environment and peacebuilding are manifold and complex, it can be stated that international companies working for the environment are essentially also working for peace (Aisch & Lai 2017; Amnesty International 2019; Amnesty International 2020; Amster 2015; Dresse et al. 2019; European Commission 2010; European Environmental Agency 2020; Kyrou 2007; Millennium Ecosystem Assessment 2005; Schwarz & Wormington 2020; Wenden 2004).

▪ **Ecological Regeneration**

In light of the above considerations and global environmental trends, such as climate change, rapid urbanization and land take, habitat fragmentation and biodiversity loss, it seems vital to conduct business operations in an ecologically sensitive manner. This master thesis acknowledges the controversial debate behind the term *environmental sustainability* (or sustainable management) and endorses the notion of *ecological regeneration* (or regenerative management).

> Regeneration refers to the self-feeding, self-renewing processes that natural systems use to nourish their capacity to thrive for long periods of time and their ability to adapt to unexpected, sometimes threatening circumstances. No system can sustain itself over the long-term, if it is not designed to continuously regenerate (Goerner 2015, 1).

This implies a shift from an efficiency focus, aspiring to reduce environmental damage caused, to a holistic approach that puts the health of ecosystems into the centre of innovative business design (Adelman 2017; Brown et al. 2018, 8-18; Reed 2007; Schaltegger et al. 2016).

▪ **Imperfect Peace(s)**

As coined by the peace researcher Francisco Muñoz, the term *imperfect peace* refers to peace as a constant, unfinished process, in which humans construct their relations by peaceful means. This takes peacebuilding beyond the dichotomy of peace and violence to a complexity where both co-exist. Wolfgang Dietrich with the *many peaces* and Vicent Martínez Guzmán with *las paces* further develop the idea of a plurality of peaces, negating the widely perceived idea of aiming for one worldwide peace (Dietrich 2014; Martínez Guzmán 2001; Muñoz 2001).

Conflict

In a nutshell, a *conflict* is a situation of actual or perceived incompatibility. Conflicts form an integral part of human life and occur in every society. Conflicts themselves are neither good nor bad. The response to a conflict, whether peaceful or violent, essentially determines the wider consequences and can create socio-economic and political concern. It is important to

note, that violence is not a genetically inherited or intrinsic human characteristic (Lederach 2003; UNESCO 1989).

Armed Conflict / War

There is no universal definition of an *armed conflict* or *war*. Different institutions publish different rationales with specific thresholds or categories of conflict intensity (HIIK 2020; UCDP 2006). This thesis applies the following definition established by the Escola de Cultura de Pau, a peace research institute located in Barcelona.

> An armed conflict is any confrontation between regular or irregular armed groups with objectives that are perceived as incompatible in which the continuous and organised use of violence a) causes a minimum of 100 battle-related deaths in a year and/or a serious impact on the territory (destruction of infrastructures or of natural resources) and human security (e.g. wounded or displaced population, sexual violence, food insecurity, impact on mental health and on the social fabric or disruption of basic services) and b) aims to achieve objectives that are different than those of common delinquency and are normally linked to
>
> - demands for self-determination and self-government or identity issues;
> - the opposition to the political, economic, social or ideological system of a state or the internal or international policy of the government, which in both cases leads to fighting to seize or erode power;
> - control over the resources or the territory.
>
> (2020, 21)

Causes and Drivers of Violent Conflict

Conflict dynamics are highly complex and involve a combination of *root causes* (such as extremely unequal power sharing), *visible causes* (such as historical tensions), *conflict mechanisms* (such as recruitment into armed forces), and one or more specific *triggers* (such as rebel attacks or a violation of the ceasefire). *Conflict drivers* are dynamic factors that fuel tensions (such as arms proliferation, proxy wars or local pressure on resources). There might also be certain *factors softening the conflict* such as international diplomacy. The resulting

violence can take different forms such as combats, repression or rape. Any violent conflict setting is highly complex and volatile and single changes in certain factors can have far-reaching consequences (Miklian et al. 2018, 3-5; Pozo 2019).
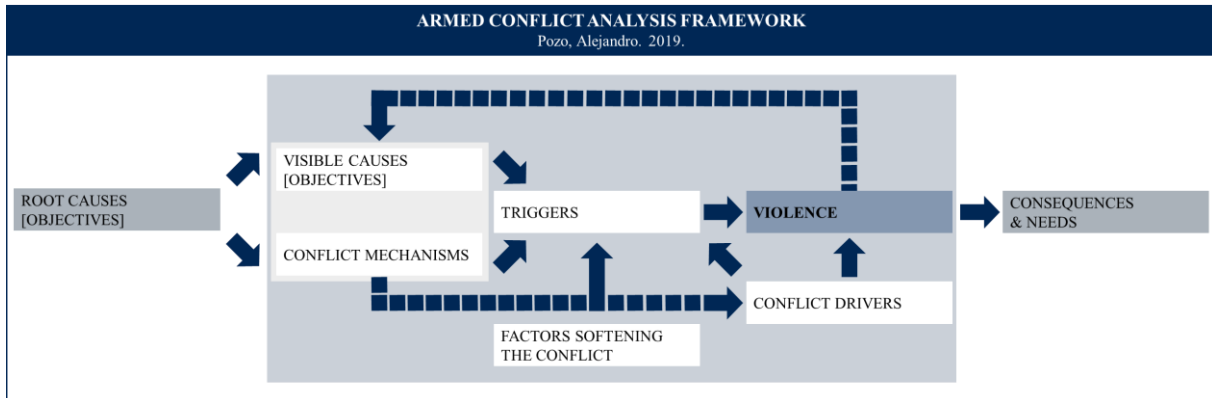

Figure 2: Armed Conflict Analysis Framework (adapted from Pozo 2019)

Fragile and Conflict-Affected Area

This is a common catch-all term, putting a range of countries in very different circumstances into one box. This thesis accentuates the unique setting and condition of each area or country. The term *fragile and conflict-affected area* may thus refer to an area shaken by (violent) conflict and/or an area in political, societal, economic, environmental or security fragility (OECD 2018). Business for Peace initiatives may focus on, but are not limited to, these areas.

Peacekeeping | Peacemaking | Peacebuilding

In 1976, the father of peace studies Johan Galtung differentiated between three approaches to peace. He defined *peacekeeping* as immediate response to intervene and prevent further violence from occurring; *peacemaking* as conflict resolution approach, primarily focused on the settlement of dispute through dialogue and mediation; and *peacebuilding* as strategy to change the underlying structures and to build alternatives to war. Peacebuilding thus focuses on long-term changes and includes a range of approaches and activities at all levels during all stages of a conflict (Galtung 1975).

The United Nations applied similar definitions to its Agenda for Peace 1992 (UN Secretary-General 1992). Yet, the organization has thereafter expanded its understanding of peacebuilding towards a more comprehensive and coherent strategy across the UN system:

> It is a complex, long-term process of creating the necessary conditions for sustainable peace. Peacebuilding measures address core issues that effect the functioning of society and the State, and seek to enhance the capacity of the State to effectively and legitimately carry out its core functions (UN Peacekeeping 2020).

Conflict Transformation

The prominent peace scholar John Paul Lederach (2003) expanded the concept of peacebuilding and advocated for a shift from conflict *resolution* and *management* to conflict *transformation*. He encourages a holistic, multi-faceted approach to transform a violent conflict in all its phases. This implies an ongoing change process at the personal (corporate), relational, structural and cultural level. The approach focuses on the relationships of all parties involved and envisions a long-term crisis response by engaging in constructive, creative change efforts that go beyond the resolution of specific issues. Corporate engagement in conflict transformation thus requires the company's willingness to pursue positive change (Lederach 2003).

Conflict Provention

The concept of *conflict provention*, as opposed to conflict prevention, is linked to conflict transformation by considering conflicts as an opportunity for change. Provention is a pre-crisis intervention to promote conditions for collaboration, dialogue and peaceful relations that may decrease the risks of new outbreaks of violence. Conflict provention can evoke necessary structural changes to resolve contradictions before they become an issue (Cascón Soriano 2001, 11).

Conflict Sensitivity (Do No Harm)

In a nutshell, a conflict-sensitive approach requires a solid understanding of the overall conflict setting, including key stakeholders, relationships, structural circumstances and cultural factors.

Conflict-sensitivity means to minimize negative and unintended impacts on the conflict and to maximize positive impacts wherever possible. The Do-No-Harm principle could be seen as moral minimum for international business operations (International Alert et al. 2004, 7-11; UN GC 2009, 22).

Corporate Peacebuilding

Recapitulating the main ideas described above and emphasising the holistic approach to peacebuilding, this academic thesis encourages *international business for peace* or *corporate peacebuilding* along four lines of action:

(1) direct work, that intentionally addresses root causes or drivers of a conflict,

(2) direct work that focuses on enhancing positive peace and peace cultures,

(3) direct work that enhances environmental regeneration (for example actions to mitigate climate change, increase biodiversity, decrease freshwater use or increase net afforestation) and environmental justice (e.g. for indigenous communities),

(4) efforts that contribute to a comprehensive, multi-dimensional, multi-level strategy, including humanitarian assistance, justice, security, governance, social inclusion, regenerative development and other sectors that may not describe themselves as peacebuilders but contribute to lasting peace(s) and stable conditions for humans and nature to thrive.

Operating in a conflict-sensitive manner and adhering to the moral minimum (Do No Harm) could be used as a starting point for corporate peacebuilding. The Peace Research Institute Oslo (PRIO) underscores that

> [a]ltruistic aims alone aren't enough to ensure that the [Business for Peace] project can deliver peace at any level, and our research shows that business 'doing good for peace and development' can spiral into local conflict situations that prove to be worse than if nothing had been done at all (Miklian et al. 2018, 35).

Peace Education

Conventional education aims at teaching, socialising and preparing students to effectively and efficiently perform social, economic and political tasks in a society. The hegemonic methods are socially accepted and lead to a perpetuation of the status quo.

Peace education is guided by a critical pedagogy to open up possibilities for social change towards peace and conflict transformation through peaceful means. The aim of peace education is to equip teachers and students with competencies and capabilities, knowledge and attitudes that enable them to transform conflicts in a peaceful way. In this master's project, peace education aims at gearing teachers and students to (1) deconstruct complex webs of direct, structural and cultural violence related to international business operations and to (2) reconstruct peaceful alternatives to do business in an international setting. The approach, in content and form, is critical and constructive, practical and peaceful (Cabezudo & Haavelsrud 2013; Harris 2004; Martínez Guzmán 2008; Reardon 1988).

2 Introduction

2.1 Brief Self-Reflection

Human life is conflictive by nature. Conflicts may arise at personal, relational, structural and cultural level and may include other living beings and the natural environment. Embodying the potential for constructive change, conflicts are positive by definition (Lederach 2003). *The Seville Statement on Violence* (UNESCO 1989) emphasizes, that humans are not intrinsically violent, nor are we intrinsically peaceful. Rather, we have the capacities to make peace and the capacities to make war (Martínez Guzmán 2008). It is on us to deconstruct and unlearn our capacities to create all forms of violence and suffering and to reconstruct and learn what generates all forms of peace and justice. Ultimately, "peace […] begins in our minds" (UNESCO 1989, 30).

To envision peace(s) and to elicit innovative ways of building social change requires two fundamental steps. First, to develop a critical, comprehensive understanding of ourselves and our present reality. This may include observing our immediate environment and analysing its international dimension. Lederach (2005, 172) accentuates:

> We must face the fact that much of our current system for responding to deadly local and international conflict is incapable of overcoming cycles of violent patterns precisely because our imagination has been corral[l]ed and shackled by the very parameters and sources that create and perpetrate violence.

Second, to create an awareness of our human capacities, and responsibility, to transform our reality through peaceful means. Upon self-reflection, I conclude the following:

First, during the majority of my life I have resided in a safe, wealthy area of the world and lived at the expense of less privileged human beings and nature. I have studied a reputable bachelor's degree in International Business and gained work experience in that field. Further studying an international master's degree in Peace and living in a variety of countries, I came to identify significant levels of direct, structural and cultural violence deeply rooted in and

exacerbated by the complex web of international business operations as of today. Instead of finger pointing and jumping to oversimplified conclusions, I aspire to shed light on the huge conflict transformation potential. This accounts both for international business operations themselves as well as for the formal education towards working in this area.

Second, I underline my capabilities, responsibility and motivation to transform this reality. *International Business for Peace* emerged as real-life initiative to integrate peace education into the formal Bachelor of Science (BSc.) International Business agenda to create momentum for change and action. Before diving into details, I wish to point to the principles of positive peace (in content and form), conflict transformation and non-violence (*ahimsa*) as well as to the notion of paradoxical curiosity that guide this project and corresponding master thesis (Cabezudo & Haavelsrud 2013, Dietrich 2013, Galtung 2011, Lederach 2003, Lederach 2005, Martínez Guzmán 2008).

2.2 Background and Transformation Potential

In 2020, the world finds itself at a tipping point. The outbreak of a global pandemic of unprecedented intensity has driven humanitarian response to the brink of collapse (UNOCHA 2020). Impoverished and conflict-prone regions as well as refugees in transit have been disproportionally affected by the crisis, witnessing a sharp decline in food security and an upsurge in violence of all kinds (Anthem 2020; Bousquet & Fernandez-Taranco 2020; Brown & Blanc 2020; Center for Preventive Action 2020; Crisis Croup 2020; Dozier 2020; ICMHD 2020; Mustasilta 2020; UN News. 2020; Taft 2020). The effects of climate change and economic crises have further weakened the world's most vulnerable populations (Ionesco & Chazalonoël 2020; OECD 2020, UN 2020; UNECE 2020). The pandemic sheds light on a complex set of factors including global inequality, multidimensional poverty, disease and environmental deterioration feeding upon each other. To alleviate suffering in the short-term and bring about lasting changes, a multi-dimensional, cross-sectoral strategy seems indispensable. While governmental bodies and non-governmental organizations are running at full speed, the importance of private sector contributions to peacebuilding should not be understated.

As early as 1999, the United Nations (UN) Secretary-General Kofi Annan raised the pioneering idea to leverage international business operations for global peacebuilding. He called for action to safeguard human rights and ensure decent labour and environmental standards in the globalized economy emphasising that this would also benefit international corporations through increased overall stability and access to new markets. Annan's initiative culminated in the creation of the UN Global Compact (GC), a worldwide network for advancing value-based, principle-driven social and environmental governance in business (Annan 1999). In 2013, the UN GC inaugurated the Business for Peace (B4P) platform to redefine the role of companies operating in fragile, conflict-affected contexts and to expand private sector action in support of positive peace (UN GC 2013). As of 2020, social entrepreneurship, socially

sustainable supply chains, circular business models, and non-financial reporting are among the well-known practices of contemporary corporate responsibility, also labelled *Environmental, Social and Governance* (ESG) criteria (Abbasi 2017; Bocken et al. 2018; Certo & Miller 2008; European Commission 2020a; Rezaee & Tuo 2017; Tkocz-Wolny 2019). Innovative enterprises such as *Fairphone*, *Too Good To Go* and *circular.fashion* are revolutionizing the way businesses interact with the environment and with human beings. They pave the way for balancing business viability with social and ecological commitment (Circular.Fashion 2020; Fairphone 2020; Too Good To Go 2020). At a wider level, the European Union (EU) is prioritizing a regenerative and responsible economic strategy, launching the *European Green Deal* in December 2019 (European Commission 2019). The leading-edge program includes a *Circular Economy Action Plan* and a recently proposed *Mandatory Human Rights and Environmental Due Diligence legislation* for EU companies (European Commission 2020b; RBC 2020). It seems, hence, vital to complement global business acumen with peacebuilding expertise which this project seeks to explore further.

Corporate peacebuilding remains a complex proposition. While "corporate" suggests value maximization and market competition, "peacebuilding" encourages equal access to resources and social collaboration, thus creating an oxymoron (Lederach 2003; Madura 2020; Pugh et al. 2008, 49-56, 288-291). In 1970, the economist Milton Friedman stated: "The Social Responsibility of Business is to Increase its Profits". He clearly indicated that the strategic and operational core competencies of international companies are not of social and environmental nature. In the meantime, his statement has been largely revised, but the key question remains: Why should international companies care about building peace(s)? Are they not doing enough for society by providing innovative goods and services?

In recent years, critical voices, blaming international companies for fuelling violent conflicts and directly contributing to social and environmental exploitation, have gained momentum (Bennett 2002; Bloomfield 2018; Cavanaugh 2018; Greenpeace 2019; Greenpeace

2020; Haufler 2008; ILO 2014; Lebaron 2018; O'Mara 2018; Yeganeh 2019). In January 2020, a report on *Arms trade, conflicts and human rights* revealed, that European arms export have risen from €3.31 billion in 2003 to €19.04 billion in 2017 (Delàs Center et al. 2020). The investigation exhibited that around half of the arms authorised and exported by EU member states are sent to countries in conflict with large-scale breaches in human rights and humanitarian law. Another report underscores the market potential of armed conflicts by throwing a light on the global "business of building walls" (Akkerman 2019, 1) estimated to be worth €17.5 billion in 2018. The Spanish peace initiative *Armed Bank* further illuminates the pivotal role of war financing and denounces major financial institutions that participate in the arms business (Delàs Center et al. 2019). This means that financial key performance indicators of certain business branches are directly linked to the proliferation of armed conflicts. The respective companies are financially incentivized to fuel violent conflicts.

On another note, global players not directly linked to the war business play a major role in large-scale human rights violations. The ILO, OECD, IOM and UNICEF report in a joint publication, that around "152 million children are [currently] in child labour [with another] 25 million [humans] in forced labour, including in global supply chains" (2019, 1). The United Nations explain that human trafficking is found across diverse economic sectors such as agriculture, construction, textiles, hospitality, mining, forestry, fishing, food processing, transportation and cleaning (Giammarinaro 2015, 6). Another UN report exemplifies the extent of brutality found in the fishing sector, which this master's thesis spares the reader (Gallagher & Ezeilo 2015, 934-935). In short, inhumane conditions can be found in the production and provision of everyday goods and services. Gallagher and Ezeilo (2015) point out that

> [t]he globalization of production means that many corporations themselves are often unaware of the conditions under which goods and services produced for them are obtained. But that lack of knowledge can also provide a useful excuse for corporations that reap the benefits of cheap, exploitable labor to avoid taking meaningful action. In

some instances it appears that the use of third parties […] is a deliberate strategy to distance a corporation from responsibility for exploitation (935).

Moreover, local populations may be fundamentally deprived of their rights through secondary effects of international business operations. In this context, Amnesty International, Human Rights Watch and Global Witness document large-scale corruption and illicit trade, war funding (conflict minerals and blood timber), forced displacements as well as cases of murder and dubious imprisonment of indigenous people, who oppose business projects harming their livelihoods (Amnesty International 2019; Amnesty International 2020; Brown 2018; De Schutter 2016; Global Witness 2015; Global Witness 2019; Global Witness 2020; Human Rights Watch 2016; Schwarz & Wormington 2020; UNCTAD 2020).

Third, international companies may unintentionally enter the chess game of territorial disputes. By buying from or selling to a contested territory, such as the Western Sahara or West Bank, an international company may legitimize and strengthen the occupying power. A consolidation of the occupation can protract violent conflicts and lead to severe consequences for the local population. Please find a detailed example on the Western Sahara conflict in *Appendix A: 3.3.1 International Business in Conflict Territories* (BBC 2020; Duval & Kassoti 2020; OHCHR 2020a; The Guardian 2015).

Fourth and last, the continuing trends of natural resource depletion, environmental deterioration and climate change on a global level challenge the validity of the hegemonic economic system (Lutter et al. 2018; Millennium Ecosystem Assessment 2005; United Nations 1992; UN Environment 2019). With the economy being intrinsically linked to the environment, society and, thus, to many aspects of peacebuilding, it seems vital to address this issue. It goes beyond the scope of this master's thesis to elaborate in detail on the highly diverging concepts of green growth, post-growth and new ways of organizing economy and society, partly linked to new ways of measuring well-being (APPG 2020; Hinterberger & Stocker 2014; Lutter et al. 2018). Yet, it seems crucial to maintain a "paradoxical curiosity" (Lederach 2005, 35-37) which

means to seek truth beyond dualisms and to be open for new forms of structuring society and the economy requiring a transformational mindset (Lederach 2003).

A gradual shift towards business for peace initiatives thus benefits the environment and significantly contributes to fostering peace(s) in all aspects. International companies themselves benefit from engaging in corporate peacebuilding by reducing their reputational risk linked to unethical business conduct (European Commission 2020b, 16; Miklian et al. 2016). Business leaders further emphasize the importance of a visible, positive corporate culture to enhance strategic competitive advantage (Miklian et al. 2016). The access to new markets and a safe environment for conducting international business operations could constitute a further incentive for corporate peacebuilding. Lastly, and as aforementioned, the European Union is currently considering a mandatory disclosure of corporate sustainability strategies, including due diligence throughout the supply chain. In addition, the UN is drafting a legally binding "instrument to regulate, in international human rights law, the activities of transnational corporations and other business enterprises with respect to human rights" (OHCHR 2020b, 2). By implication, international companies might consider transforming their operations ex ante, by design, not by duty. But how can companies transform? How can business leaders create value through corporate peacebuilding? How can they understand the unique dynamics of violence embedded in their operations?

Formal education towards working in international companies plays a decisive role in understanding and detaining the reproduction of violence (Harris 2004). Peace education at the university is a valuable tool to open up possibilities for social change towards peace and conflict transformation through peaceful means. It challenges ethnocentric discourses and advocates for pluralistic approaches to the acquisition of knowledge (Harris 2004; Reardon 1994, 30). The interdisciplinary and intercultural nature of peace education facilitates a comprehensive understanding of violence in international business operations and empowers students to

develop a new culture for corporate peace (Harris 2004; Morin 1999; Reardon & Cabezudo 2002).

2.3 Justification and Objective

The project of this master's thesis is inspired by UN GC's endeavour to align business strategies with principles on human rights, labour, environment and anti-corruption (UN GC 2020a). It maps out the structural complexity of corporate peacebuilding and applies a peace education approach to encourage creative business transformation strategies. The project further draws from PRIO's research on Business and Peace and from the *Growth in Transition* studies, hereby compiling diverse topics into a comprehensive set of real-world examples (Austrian Federal Ministry of Life 2020; PRIO 2020). The project embraces the notion of imperfect peaces (Martínez Guzmán 2001; Muñoz 2001) and responds to UN's call for timely business action for peace, the environment, justice and human rights (Guterres 2018; Guterres 2020). Lastly, it builds on the author's experience and expertise at the business-peace nexus.

The master's project is conducted with students of ESB Business School, which was appointed as Germany's leading university of applied sciences for international business management in 2020 (ESB 2020a; Wirtschaftswoche 2020). The project promotes peacebuilding efforts among future business leaders in Germany and around the world, hereby entailing a potential leverage effect. The project further aims at making a meaningful contribution to the BSc International Business programme goals by enabling students to make well-informed, socially accepted, and responsible business decisions when facing complex socio-economic issues (ESB 2019, 5).

Lastly, this master's thesis and the corresponding project follow the footsteps of Lederach:

> May the warmth of complexity shine on your face.
>
> May the winds of good change blow gently at your back.
>
> May your feet find the roads of authenticity.
>
> May the web of change begin!
>
> (2003, 71)

The overall project goal is to create a critical educational space within the formal BSc. International Business programme at ESB Business School, and to open up possibilities for social change towards leveraging international business operations for corporate peacebuilding, minimizing all forms of violence and maximizing all forms of peace. The goal is divided into the following subordinate objectives (form):

1 To facilitate deconstruction and unlearning of what generates all forms of violence in international business strategies and operations.

2 To facilitate reconstruction and redesign of international business strategies and operations in a conflict-sensitive and ecologically regenerative manner.

3 To spark processes of deep reflection throughout the formal international business studies and to encourage peaceful transformations wherever possible.

The project builds on three thematic pillars (content):

1 Business Operations in Conflict Territories

2 Decent Work in Global Supply Chains

3 Regenerative Management and the Environment

The main beneficiary of the master's project is the ESB student body, more specifically the third semester students of the BSc International Business program. In the long run, and especially if the project scope can be expanded as briefly described in *4.5.3 Next Steps*, international companies and organizations may benefit from the project. Current students, who pursue an international business career upon graduation, may develop a deeper awareness of the great potential for corporate peacebuilding and implement specific initiatives at their prospective workplace.

2.4 Thesis Structure

In the following section, a compact literature review provides insights into corporate peacebuilding research. Furthermore, the conceptual framework, which combines business studies with peace education into a unique project design, is elucidated. Subsequently, the project life cycle is described in detail. This includes the project definition and project plan as well as an analysis and discussion of its outcome. The thesis culminates in a concise conclusion, along with limitations and a future outlook.

3 Literature Review and Conceptual Framework

This section has four major purposes: (1) to outline the business-peace nexus from a historical and contemporary point of view, (2) to clarify international business management as taught by ESB Business School, (3) to decipher and contextualize the concept of peace education, (4) to deviate a suitable framework based on the afore-described theories and findings. It applies the definition of corporate peacebuilding that has been derived in detail in *1 Key Definitions*.

3.1 Historical Review

Early forms of corporate social responsibility trace back to the industrial revolution in the mid-to-late 19th century. Given the exponential economic growth and rapid globalization during the 20th century, international companies gained increasing influence and assumed larger social responsibilities. Companies began tackling specific issues related to their operations and gradually shifted their focus towards comprehensive action including social performance measurements in the 1980s (Carroll 2008). In 1972, the Club of Rome firstly evinced the incompatibility of rapid economic growth with the earth's natural resources and regeneration cycles (Meadows et al. 1972). This paved the way for in-depth research at the business-environment nexus and triggered corporate action towards sustainable innovation. Today, direct and intentional company contributions to society and the environment are largely based on and measured by specific ESG criteria (Henisz et al. 2019).

Concurrent to the global economic expansion after World War II, the geopolitical climate became more complex. While colonial powers rapidly withdrew from new, independent countries, violent conflicts between and within these states, such as between Israel and its neighbours, emerged. The shift from inter- to intra-state conflicts along with a growing number of actors fundamentally transformed the dynamics of modern warfare. The UN peacekeeping organization replaced its small, low risk observative missions between 1987 and 1992 with

missions for complex, dangerous and volatile civil wars (Annan & Mousavizadeh 2012, 39-44; Cederman & Pengl 2019).

In 2020, there are 32 ongoing armed conflicts globally with 13 UN peacekeeping missions in place. Many of these fragile and conflict-affected areas form part of the global web of business operations (Escola de Cultura de Pau 2020, 9, 20-128; Miklian & Schouten 2019; Miklian et al. 2016; UN Peacekeeping. 2019). Miklian (2016; 2017) highlights the decisive importance for companies to take a close look at the regions in which they operate and to recognize their specific historical, (geo)political and social context. By the example of Myanmar's political reforms and economic liberalization in 2011, he depicts how imprudent, irresponsible business operations in a new market environment can have disastrous consequences for the local population (Miklian 2017).

Recent scholars have addressed the responsibility and peacebuilding potential of companies from a variety of angles and disciplines, such as CSR and ESG, social innovation, ethics, political economy, political ecology, postcolonialism, neo-imperialism, (geo)politics and humanitarian economics (Armstrong 2020; As-Saber et al. 2001; Boussebaa & Morgan 2014; Carbonnier 2018; Kolk 2016; Le Billon 2001; Phatak & Habib 2007; Prasad 2008; Pugh et al. 2008; Svensson et al. 2020; Westwood & Jack 2007). These and many more fields of research provide a valuable asset to a holistic debate on the role and peacebuilding potential of international companies in the 21st century. Yet, due to the limited scope of this academic thesis, it mainly draws from the research and focus areas of the UN GC, PRIO and the Growth in Transition studies, as afore mentioned.

3.2 Contemporary Corporate Peacebuilding

The UN GC applies a principle-based, partnership-driven approach, anchored in universal human rights, labour, environmental and anti-corruption standards. It encourages increased accountability and transparency, based on high-level monitoring (UN GC 2020b, 2-4). The peacebuilding organization calls itself the "largest corporate sustainability initiative in the world" (2020b, 2). The PRIO, in contrast, applies a very practical, down-to-earth approach. The institute underscores that there is no universal blueprint for corporate peacebuilding and applies a seven-stage model to gear business action towards positive peace (Miklian et al. 2018). Through a set of questions, international companies are asked to critically examine their market environments and socio-economic impacts:

> The very presence of businesses operating in conflict-affected and fragile states make them part of conflict dynamics. Financial flows that might be considered minor for large firms can have foundational impacts upon vulnerable local communities (Miklian et al. 2018, 23).

Since intersections of conflicts and business are "rarely so clean cut" (Miklian et al. 2018, 16), companies are encouraged to map out potential local alliances and to engage in constant dialogues in the field. PRIO calls upon companies to take full responsibility for their entire chain of operations and suggests the determination of a red line for ending operations and exiting a conflict-prone market (Miklian et al. 2018). PRIO's approach highly correlates with Lederach's concept of elicitive conflict transformation (Lederach 1995, 37-73), with Muñoz' notion of imperfect peace (Muñoz 2001) and with Guzmán's peacemaking philosophy (Martínez Guzmán 2008). It combines grounded fieldwork and analysis with peaceful transformation approaches at all levels and all stages of conflict.

On another note, global economic growth is the biggest driver of environmental degradation and has thus significant negative impacts on human well-being, especially in the most fragile and poorest regions of the world (IPCC 2014, 4-5; Millennium Ecosystem

Assessment 2005; Steffen 2015). To enhance well-being and to build all forms of peace, it is vital to address the economy-ecology relationship and to question the growth paradigm. Following the Rio+20 summit in 2012, the global Sustainable Development Goals (SDG) agenda and the European Green Deal have adopted a *Green Growth* model. This anthropocentric concept suggests a decoupling of economic output from the use of ecosystem services. More precisely, efficiency improvements promise less environmental impact per unit of GDP. However, there is a lack of empirical evidence on whether the cumulative sum of efficiency gains can offset the environmental impact caused by sustained economic growth. Another key concern relates to the unequal distribution of wealth (as measured by GDP) globally and the over-consumption in more affluent parts of the world (Brown et al. 2018; Lutter et al. 2018).

The Growth in Transition studies have been initiated by the Austrian government to examine these questions in detail from a variety of disciplines. The working group analysed *Green Growth* along with the novel concepts of *Post-growth* and *Degrowth*, both of which have gained increased attention from researchers and practitioners around the world. To consider "voices from the Global South on equal footing" (Dengler & Seebacher 2019, 247), scholars have contributed a feminist decolonial perspective to the concept of degrowth. All in all, there is no final answer to the future of economic (de)growth, thriving ecological systems and human well-being. The Growth in Transition group emphasises that scientific endeavours need to be taken seriously, even if they entail "inconvenient truths" (Lutter et al. 2018, 99). The research team further calls on science, policy, businesses, consumers, and civil society to share responsibility for socio-ecological transformations.

3.3 Conceptual Framework

3.3.1 International Business Studies at ESB

The Bachelor of Science in International Business (IB) at ESB Business School, Reutlingen University, teaches state-of-the-art knowledge in international business administration. It combines four semesters on Campus in Reutlingen with one study semester abroad, one internship semester and a second internship linked to the final bachelor thesis. The entire program is taught in English and includes 50% international students. The students work "solution-oriented, analytical and structured" (ESB 2020b) and possess strong intercultural competencies and a sense of responsibility. The "above-average commitment" (ESB 2020b) in the fast-paced environment rounds off the student profile.

The Bachelor of Science in International Business prepares young professionals to work in management positions of international companies around the world. More specifically the program provides the opportunity to develop a profile in Marketing, Strategy, Finance, Leadership, Digital Business or Economics and offers the option to obtain an MBA/MSc with one additional semester. ESB Business School holds an AACSB accreditation (from the world's largest business education alliance) and has been repeatedly elected as Germany's leading university of applied sciences for international business management (ESB 2019; ESB 2020a; ESB 2020b).

Despite its academic core, ESB hosts a broad range of student initiatives and organisations such as the ESB Student Consulting e.V. or the International Business Fair on campus. It deliberately works towards integrating a variety of business-relevant disciplines, facilitating networking opportunities and fostering practical skills. The subject foci and lecture material of the BSc International Business programme are largely based on renowned scholars in the area of international business management, including accounting and finance, marketing and communication, strategic management, human resources, and economics (ESB 2019; ESB 2020b). It is guided by questions such as

- What skills and methods do I need to work in a managerial position in an international company? […]
- How do I measure the "genuine" corporate success of an internationally operating company? […]
- How do global players expand into international markets? (ESB 2020b)

The program places financial value maximization at the core of business management, while social and environmental responsibilities are touched upon in business ethics, marketing and potentially mentioned in a few other courses (ESB 2019. The macroeconomic class focuses on classical and Keynesian economics and does not critically examine the economic growth paradigm (ESB 2019, 53-54). In short, the BSc International Business programme teaches state-of-the-art management techniques and follows the hegemonic discourse. It neglects pluralistic approaches to economics and business management and does not substantially challenge "the ontological, epistemological, methodological and institutional resources currently dominating the field" (Westwood & Jack 2007, 246).

3.3.2 Principles of Peace Education

"[S]ince wars begin in the minds of men, it is in the minds of men that […] peace must be constructed" (UNESCO 1945, 5). The proposition of peace education is to change the hearts and minds of people to transform violence deeply rooted in our cultures. Violence cannot be transformed with the same methods and ways of thinking that have created it in the first place (Lederach 2005, 172). It thus lies in the very nature of peace education to not follow a single script, but rather to adapt, evolve and become meaningful in each context (Reardon 1988). It can be taught in both formal and informal settings (Harris 2008, 1). In a simplistic manner, peace education is defined as the "process of teaching people about the threats of violence and strategies for peace" (Harris 2008, 1). Yet, it is much more than that.

Peace education combines theory and practice in a constant loop of reflection and action and is applied in content and form (Cabezudo & Haavelsrud 2013, 6-10). The language of non-

violence education needs to be non-violent (Rosenberg 2005). It is not possible to teach non-violence while painting a picture of the world in seemingly incompatible dichotomies of good and bad. Keating refers to an *oppositional consciousness* explaining that "a binary either/or epistemology through a resistant energy [creates] a reaction against that we seek to transform" (Keating 2013, 2). In Freire's Pedagogy of the Heart, he refers to the "imperative that we maintain hope even when the harshness of reality may suggest the opposite" (1997, 106). It is thus important to convey a sense of hope and possibility to the learners and to transform oppositional consciousness into paradoxical curiosity (Bajaj 2008, 2; Freire 1997, 42-45; Keating 2013, 2; Lederach 2005, 35-37).

On the other hand, a critical pedagogy is essential to awaken and strengthen critical analytical capacities. Paolo Freire, a leading advocate of critical pedagogy, advocated for a problem-posing approach as alternative to the "'Banking' Concept of Education" (1999, 1). "Critical pedagogies, including postmodern, postcolonial and feminist approaches, highlight the importance of critical thinking, situated knowledges and a politics of location" (Murphy 2018, 265). Murphy further underscores the power of a facilitator which needs to be handled with care and sensitivity as well as the importance of creating a safe space for controversial debates within the university (2018, 267, 283). The Teachers Without Borders summarize the key principles for teaching peace as follows:

- Equal (horizontal) teacher-learner relationship
- Dialogue [and cooperation]
- Self-reflection
- Promoting inclusivity, diversity, and equality in the classroom

(Knox Cubbon 2010, xi-xii)

To conclude, a critical-constructive peace education approach in a safe space allows for questioning and deconstructing (power) structures, norms and values. It enables the learning

community to become aware of social and political responsibilities and possibilities towards peaceful transformations.

While the *how* of teaching is key, the *what* remains essential. The content of peace education has largely evolved over time. The modern Peace Education movement took rise in the 19th century Europe when politicians started studying war and advocating against armament. Peace organizations began to expand to the United States and, in 1901, the Nobel Peace Prize was created. In the first half of the 20th century, peace education focused on international relations and became part of formal schooling. After world war II, peace educators taught about the threat of nuclear annihilation and promoted an education for world citizenship. In 1988, Reardon and Harris applied the tenet of educating for a world citizenship, planetary stewardship and human relationships, embracing a holistic approach. Peace education has expanded ever since, including new areas of peace research such as environmental destruction and (post)colonial issues. Furthermore, international organizations such as the United Nations have entered the field of and inspired peace education across countries and institutions (Harris 1988; Harris 2008; Reardon 1988). Today, modern peace education does not consist of a single set of topics. Yet, it does follow certain postulates, such as the ones proposed by Harris (2004, 6):

1. it explains the roots of violence;

2. it teaches alternatives to violence;

3. it adjusts to cover different forms of violence;

4. peace itself is a process that varies according to context;

5. conflict is omnipresent

By implication, peace education adapts to each situation, empowering learners to transform social structures and patterns of violence (Harris 2004, 5). The discourse is interdisciplinary and intercultural, appreciating pluralistic approaches to peace. Peace education promotes a systemic and holistic analysis of the past, present and future at the personal, local and global level (Harris 2004; Morin 1999; Reardon & Cabezudo 2002). On an individual level, peace

education may ask: "How can my actions reflect the world I want to live in and leave to future generations?" (King 2018, 13) The Innsbruck school of thought strongly advocates for intrapersonal layers in peace education work, indicating that violent behaviour is a mirror of inner conflicts (Dietrich 2013; Dietrich 2014). Among renowned proponents of inner/outer peace education are Dalai Lama and Rudolf Steiner (Dalai Lama 1989; Naranjo 2010, 150). Martínez Guzmán also points to the essence of educating for empathy, will and frugality (2004, 56-57).

To conclude, modern peace education fosters the ability to examine each situation from multiple viewpoints (Reardon 1988). It combines theory and practice in a dynamic process, building on living resources across diverse fields. Peace education promotes "the knowledge, skills, attitudes and values needed to bring about behaviour changes […] to [transform] conflict peacefully; and to create the conditions conducive to peace, whether at an intrapersonal, interpersonal, intergroup, national or international level" (Fountain 1999, 1). Despite the historical rise and expansion of peace education, it remains scarcely applied in mainstream schooling. Yet, precisely young people, the world's future leaders, need peace education the most (Ardizonne 2003, 423-424).

3.3.3 Peace Education at ESB

Briefly recapitulating, there is an urgent need and a huge potential to leverage international business operations for peace and conflict transformation. A shift towards corporate peacebuilding contributes to human well-being, environmental regeneration and business success. Educating for peace is a valuable vehicle to detain the reproduction of violence and to inspire creative action towards a corporate culture for peace. The principles of peace education strongly resonate with ESB's tenet to combine "head and heart" (Taschner 2020). Yet it is crucial to tailor peace education to the context of the BSc International Business, which this section seeks to expand on.

As a matter of fact, IB Professor Yoany Beldarrain welcomed the idea to integrate this innovative, interdisciplinary project into her third semester *Advanced Business English* course. By implication, the peace education project is designed in consultation with the professor and under consideration of specific academic requirements and possibilities. Anchoring peace education in this formal setting holds multiple advantages, such as creating the space and time needed for meaningful engagement with the topics, enhancing contentual linkages to other business matters and guiding an active reflection and exchange process. As part of the formal class, the peace education project directly contributes to the IB programme goals as elucidated in *2.3 Justification and Objective*.

Professor Beldarrain holds a Doctor of Philosophy and conducts research in *business communication*, *intercultural virtual teaming* and *training an agile workforce*. She is an experienced facilitator and communication expert, handling sensitive topics with care and creating an atmosphere conducive to positive peace. In her international classroom all students are treated in an equal and inclusive manner. Professor Beldarrain makes effective use of her communication skills to steer and facilitate a fruitful exchange on the topics at hand.

The project plan mirrors the afore-described conflict transformation philosophy (see *1 Key Definitions*). It uses a dynamic, multi-faceted and multi-level approach to teach International Business students "about the threats of violence and strategies for peace" (Harris 2008, 1). The project structure thus encourages an ongoing reflection and discussion process, focusing on constructive, creative change efforts that go beyond the resolution of specific issues. The structure and design places emphasis on knowledge, skills, attitudes and values. A more detailed explanation of the project plan can be found in *4.1.3 Project Plan*.

The project content is interdisciplinary by nature. It follows the thematic introduction of this master thesis and includes three case studies on (1) Business Operations in Conflict Territories, (2) Decent Work in Global Supply Chains and (3) Regenerative Management and the Environment. The peace education project, thus, covers different forms of violence deeply

rooted in the global web of international business operations as of today. A set of questions accompanying each case study facilitates deconstructing all forms of violence in international business and reconstructing peaceful alternatives. The students are asked to choose their case study of interest and to set an individual research focus. A critical and constructive, practical and peaceful perspective is encouraged throughout the investigation and solution design. Lastly, the project provides thought-provoking impulses for ad-hoc contributions to peacebuilding on an individual level. The peace education project culminates in its final presentation at the *Economía de Paz, Empresa Vasca y Derechos Humanos* conference in Bilbao on October 28th, 2020. During all stages, the project is guided by the principles of positive peace (in content and form), empathy and non-violence as well as to the notion of paradoxical curiosity.

In a nutshell, this project transmits the essence of peace education through its particular setting and structure, content and form. It interweaves state-of-the-art business studies with critical analytical thinking. The project opens a safe space for controversial debates and elicits creative ways to tackle complex socio-economic issues in a conflict sensitive and environmentally regenerative manner. Painting a reality in which many forms of violence and many peaces coexist, the project advocates for ongoing change efforts towards a dynamic equilibrium of corporate peace.

4 Project Life Cycle

The project is called *International Business for Peace*. It essentially consists of an in-class 'Special Assignment for Advanced Business English' students and is complemented by the presentation thereof at the interdisciplinary laboratory on *Peace Economy, Basque Company and Human Rights.* The following describes the project and its life cycle in detail.

4.1 Project Definition

4.1.1 Vision Statement

Vision

International companies operating in a conflict-sensitive, ecologically regenerative manner while placing continuous efforts towards the many peaces at the centre of strategic business decisions. That is: *International Business for Peace*.

Mission

To inspire and empower future business leaders to peacefully transform direct, structural and cultural violence deeply rooted in and exacerbated by the complex web of international business operations as of today. To break vicious circles of violence and build virtuous circles of peace and justice.

Core Values

- Peace and Justice
- Hope and Possibility
- Empathy and Mindfulness
- Bravery and Commitment
- Appreciation and Frugality
- Curiosity and Imagination
- Creativity and Innovation
- Diversity and Inclusivity

◆ Interculturality and Interdisciplinarity

Goal

To create a critical educational space within the formal BSc International Business programme at ESB Business School, and to open up possibilities for social change towards leveraging international business operations for corporate peacebuilding, minimizing all forms of violence and maximizing all forms of peace.

Objectives (Peace Perspective)

1 To facilitate deconstruction and unlearning of what generates all forms of violence in international business strategies and operations.

    (a) To encourage critical ways of thinking and interdisciplinary ways of understanding.

    (b) To encourage pluralistic approaches to the acquisition of knowledge by drawing from living resources across diverse fields.

2 To facilitate reconstruction and redesign of international business strategies and operations in a conflict-sensitive and ecologically regenerative manner.

    (a) To create awareness of our human capacities, possibilities and responsibilities.

    (b) To encourage a holistic approach to tackling complex socio-economic issues.

3 To encourage peaceful transformations wherever possible.

    (a) To spark processes of deep reflection throughout the International Business studies.

    (b) To encourage ad-hoc micro-contributions to peacebuilding on an individual level.

Objectives (Business Perspective)

1 By May 5th, all third semester students (60) have engaged in research efforts and submitted a written essay about one of the case studies provided.

2 At least one third of the essays received (20) contain constructive solution approaches on the matter addressed: from a political, legal, business, consumer, or any other relevant perspective.

3 By October 14th, at least five percent of the students (3) have proactively expressed their aspirations or demonstrated visible efforts towards contributing to corporate peacebuilding on an individual level.

4.1.2 Scope

The project is conducted with third semester students of the BSc International Business program at ESB Business School. It comprises sixty students who attend the mandatory *Advanced Business English* course as well as Professor Yoany Beldarrain and Jasmina Schroff as facilitators. The project further includes Iker Atxa, the spokesperson of and main contact for all Gernika Gogoratuz-related affairs.

At the thematic level, the project addresses the overall changes needed towards creating more peaceful and ecologically regenerative international business models, strategies and operations. To the knowledge of the author of this master thesis, there is currently no similar or competing initiative at ESB. The project does not intend to replace any existing lectures, processes or systems at the business school, but aspires to add value to the overall programme by teaching future-oriented expertise in responsible business management. With the project being anchored in the formal *Advanced Business English* course, there are no structural programme changes linked to it.

The tangible results of the project are intended to be delivered in stages (see project plan). Due to the learning and process-oriented nature of the project, some of the results may only materialize in the long run when current students face complex socio-economic challenges and seemingly intractable issues at their prospective workplace.

4.1.3 Timescale

The very first project ideas are collected in June 2019. The formal start of the project is on February 09th, 2020. The formal project ends with its final presentation on October 28th, 2020 and the follow-up feedback for IB students on November 07th, 2020.

4.1.4 Budget

The project does not incur any costs nor require any budget at any of its stages. All contributions of time and efforts are made on a voluntary basis and are not remunerated.

4.1.5 Risks

There are no considerable risks involved in the project. Potential risks such as a bad reputation of the project, redundancy of topic chosen, inappropriate scope or time plan or simply a lack of interest by the professor and students could be minimized since its inception. Constant loops of communication, joint consultation and validation of ideas proposed as well as regular adjustments of the project plan mitigated all risks and enhanced the project opportunities.

4.2 Project Planning

It is important to mention, that the project was meant to be an independent voluntary initiative. Due to COVID-19, the actual master thesis project with Red Cross in Spain was finally cancelled in April 2020. By May 7th, 2020 all persons involved in this initiative, including tutor Dr. Alberto Cabedo Mas, agreed to accept this project as a replacement for the final master's thesis. The following gives insight into the project plan drafted in January 2020 and adapted to changing factors along the way.

The peace education project is broken down into seven main phases. This section briefly describes each phase and corresponding milestone. It further lists the main activities of each phase.

✻ **Phase 0: Inspiration and Ideation** | 03/06/2019 – 31/01/2020

The original idea to teach ESB students about peace and conflict transformation in international business emerged in June 2019. In an attempt to make the laboratory on *Peace Economy, Basque Company and Human Rights*, organized annually by Gernika Gogoratuz, accessible to ESB students, a prototype of this project arose. Without diving into detail, the initial format was discarded, which led to improved ideas on providing peace education for International Business students. Towards the end of 2019, serious efforts towards creating an in-class project at ESB consolidated. The new format was established in a joint endeavour by Prof. Beldarrain (ESB), Iker Atxa (Gernika Gogoratuz) and myself (Jasmina Schroff, UJI).

✻ **Phase 1: Student Assignment Creation** | 09/02/2020 – 22/02/2020

The aim of phase 1 is to set up a peace education assignment for international business third semester students. The assignment needs to be relevant for a business career, suitable to the students' level of knowledge, adapted to the time available for working on the topics and easily understandable, yet conveying the complexity of the business-peace nexus. It is important to incorporate lessons learned from prototyping the previous idea and to test the new format. Phase 1 ends with sharing the final assignment draft with Prof. Beldarrain and Iker Atxa.

Activities | Jasmina

◆ Formulate lessons learned (LeLe) from previous initiative

◆ Brainstorm suitable and interesting topics at the business-peace nexus

◆ Discuss short-listed topics with fellow students and create final selection of three topics

◆ Transform topics into a comprehensive student assignment under consideration of LeLe, including:

  ◆ Brief personal introduction explaining rationale behind the project

  ◆ Instructions encouraging pluralistic approaches to research and reflection

  ◆ Three case studies

  ◆ Closing remarks

  ◆ Contact information for questions and support

◆ Test assignment with fellow students and make final adjustments

◆ Share final version of the assignment with Prof. Beldarrain and Iker Atxa (Appendix A)

Milestone

Final International Business for Peace Student Assignment created and shared

❋ **Phase 2: Introduction to Students** | 07/04/2020 – 21/04/2020

The aim of phase 2 is to introduce the overall project and specifically the in-class assignment to the IB third semester students. This phase is conducted by Professor Beldarrain who situates the project within the field of business studies and links it to her course material in business communication.

Activities | Professor Beldarrain

◆ Create a linkage between corporate peacebuilding and business communication

◆ Briefly introduce the project and student assignment, clarify the 20% contribution of the *International Business for Peace Essay* to the final grade in Advanced Business English

◆ Clarify next steps according to course syllabus and provide handout to students (i.e. Student Assignment of phase 1, Appendix A)

Activities | Jasmina

◆ Prepare the Online Discussion Guideline for Phase 3 (Appendix B)

Milestone

International Business for Peace project introduced to students, Phase 3 prepared

✷ **Phase 3: Online Classes and Discussions** | 21/04/2020 – 12/05/2020

Phase 3 covers the project rollout in the IB classroom, comprising four consecutive lectures. Together with phase 4, it constitutes the core of the project. The aim of phase 3 is to create an open space for peer-to-peer discussions and idea testing as well as to offer guidance for research and writing. The following course syllabus was created by Prof. Beldarrain in line with the overall IB guidelines and her individual semester schedule. Due to COVID-19 all of the classes are held online.

Class 1: 21.04.2020 | Professor Beldarrain

◆ Student preparation for the class

   1. Read introduction to the assignment (Appendix A, 1-2)

   2. Think about the role of business communication

◆ Learning objectives

   1. Reflect on the role of business in peacebuilding

   2. Discuss proactive versus reactive approaches

◆ Student homework

   1. Read the rest of the assignment (Appendix A)

   2. Choose one of the three case studies and begin research/writing

   3. Prepare discussion for the following week according to guidelines (Appendix B)

Class 2: 28.04.2020 | Professor Beldarrain and Jasmina

◆ Activities

   1. Main virtual room: general introduction by Professor Beldarrain and Jasmina

   2. Breakout virtual rooms: small groups according to topic chosen

- ◆ Peer-to-peer discussions, using guidelines (Appendix B)

- ◆ Jasmina attends each room for a few minutes:

  listens closely, clarifies questions, gives impulses

  3. Main virtual room: each group presents main ideas and findings

  4. Main virtual room: wrap up and contextualization by Professor Beldarrain

- ◆ Student homework

  1. Finalize the *International Business for Peace Essay*

  Class 3: 05.05.2020 | offline

- ◆ No online meeting, individual work

- ◆ Deadline for handing in the *International Business for Peace Essay* via E-mail to Professor Beldarrain by the end of the day

  Class 4: 12.05.2020 | Professor Beldarrain

- ◆ Wrap up all semester topics

- ◆ Final student reflections on corporate peacebuilding and its linkages to business communication

  Milestone

Online classes and discussions conducted, support provided, questions clarified

✷ **Phase 4: Essay Writing and Personal Learning Process** | 07/04/2020 – 12/05/2020

Phase 4 starts with phase 2 and runs concurrently to phase 3. Its aim is to support and accompany students in their investigations and writing to enhance their individual learning processes. From a conflict transformation perspective, the learning process embedded in this phase goes beyond submitting the individual essay due by May 5th and might continue well after the class.

Activities | Professor Beldarrain and Jasmina

- ◆ Introduce to the assignment in class (Prof. in Phase 2) and via written words (Jasmina)

- ◆ Clarify the scope and formal requirements:

- 900-1,000 words, single spaced

- APA citation style

- Cover page and title

- Makes up 20% of the final course grade

♦ Offer and provide support along the way: Professor in class, Jasmina via E-mail

♦ Receive assignments by May 5th

♦ Follow-up on the writing and learning process, wrap up the overall semester

Milestone

Support provided and final essays received

❋ **Phase 5: Peace Economy Lab** | 12/05/2020 – 28/10/2020

The laboratory on *Peace Economy, Basque Company and Human Rights* is organized on an annual basis by Gernika Gogoratuz, a renowned peace research institute in Northern Spain. The lab is a space where universities, governmental bodies, the private sector and civil society meet to share information, enter in dialogue and reflect on equal terms on the contributions of companies, other organizations, and the economy to building peace(s) and fostering human rights. Phase 5 culminates in Jasmina's online participation at this year's laboratory to be held on October 28th in Bilbao. Jasmina is going to introduce ESB Business School and its BSc. in International Business. She is going to present the overall project and elaborate on the students' contributions and perspectives. She might briefly elucidate the lessons learned and provide a future outlook.

Phase 5 has five main objectives: (1) to contribute to state-of-the-art debates on larger transformations towards human rights, peacebuilding and environmental regeneration in (international) business, the economy, and politics, (2) to present this project as a blueprint which might inspire other people, (3) to create transnational networks with renowned scholars and practitioners across the fields of international business and peacebuilding, (4) to enhance the importance and relevance of the project for ESB students; taking their ideas out of the class

room and into real-life debates, and (5) to receive feedback on the overall project and student contributions for future improvements of this and/or similar peace education projects; to continue the loop of reflection and action.

Activities | Jasmina

- Ongoing exchange of ideas and coordination of efforts with Iker Atxa and Prof. Beldarrain
- Summarize relevant lessons learned and new ideas along the way
- Read all the students' assignments and extract meaningful information
- Prepare the final presentation for the laboratory

Milestone

Peace Education for International Business project presented (online) at the laboratory on

Peace Economy, Basque Company and Human Rights

❋ **Phase 6: Closing and Continuous Improvement** | 09/02/2020 – 07/11/2020

In agreement with Professor Beldarrain (ESB) and Iker Atxa (Gernika Gogoratuz), this project is going to remain part of the semestral *Advanced Business English* class and the annual *Peace Economy, Basque Company and Human Rights* laboratory. The format and content will be continuously adapted to include ongoing changes in business, politics and the economy at the global level, to incorporate new lessons learned, to respect new academic requirements and possibilities, to consider the time and energy available of the organizing trio and most importantly to take ESB's and Gernika Gogoratuz' interests, needs and ideas into account. The ongoing change process is in line with the concept of imperfect peace(s) and with the underlying principle of peace education to draw from living resources. For the Winter Semester 2020/2021 class of Prof. Beldarrain, Jasmina is going to create a video on corporate peacebuilding after attending the laboratory by the end of October 2020.

Activities | Prof. Beldarrain, Iker Atxa, Jasmina

- Monitor and evaluate project based on:
  - Student essays received

- - Online discussions held

  - Additional feedback received by third semester students

  - Feedback received by ESB Alumni and Peace Master students

- Combine lessons learned, and potential for improvement with new creative ideas

- Hold ongoing consultation with Prof. Beldarrain and Iker Atxa concerning

  - the future project setting, format and scope in class

    (e.g. written essay, video, workshop)

  - topics and content

    (i.e. expand, change or adjust topics covered)

  - potential timeline modifications

- Recap conference and create a short, interesting video for new IB students due by November 07th, 2020

- Provide feedback received in the conference to former project participants

- Continue to build interdisciplinary and international network to exchange expertise and experiences that are relevant for ESB and for Gernika Gogoratuz

- Potentially incorporate project into a larger initiative for responsible management at ESB (see brief outline in *6.2 Future Outlook*)

Milestone

Video for new third semester students created, feedback to former third semester students provided

❈ **Final Master Thesis** | 09/02/2020 – 14/10/2020

This final master thesis is written along all phases of the project.

4.3 Project Implementation

Up to now (October 14th, 2020), the project has been successfully implemented according to the afore-described plan. Since the initiative started as a voluntary endeavour, it was not preceded by a solid analysis of the project's Strength, Weaknesses, Opportunities and Threats (SWOT), nor was explicitly defined who is Responsible, Accountable, Consulted for and Informed (RACI) in each of the project tasks and phases. To circumvent, reduce and rule out potential pitfalls due to the lack of detailed structural preparations, the project trio Professor Beldarrain, Iker Atxa and Jasmina maintained a constant line of communication. An agile and responsive approach combined with a strong commitment and open forms of communication proved to be key for the successful project implementation, especially during this highly uncertain period of COVID-19.

Several factors considerably facilitated the implementation phase, such as the independent nature of the project with little external constraints, the slight time buffer in the university schedule, the dispensability of financial resources, the atmosphere of trust and appreciation among the small project team as well as the strong commitment, dedication and availability of Prof. Beldarrain and her students. Yet, an improved formal preparation within an official master project setting could have spared some continuous project adaptations and saved Prof. Beldarrain some precious time.

During Phase 4, a total of three students accepted Jasmina's support via E-mail and Phone. One of them voluntarily, and in consultation with Professor Beldarrain, increased the scope of his essay well beyond the required number of 1,000 words due to his strong interest in the project. The resulting essay is called "The Congolese Civil War in Your Smartphone". To appreciate his time dedicated and encourage him to continue his extraordinary efforts towards corporate peacebuilding, Jasmina provided individual feedback on the essay (see *Appendix C*).

4.4 Project Outcome and Analysis

A total of 60 students submitted their *International Business for Peace* essay by May 5th, 2020. Nine (9) of them dedicated their work to case study 1, forty-one (41) to case study 2 and ten (10) to case study 3. The table at the end of this section provides an overview over all individual topics chosen by the students. Due to data privacy issues the students' names have been deleted by Prof. Beldarrain before sharing the material. For the same reason the student essays themselves are not included into the Appendix. This section does not aspire to categorize and analyse all essays in detail. It rather provides valuable insights in a short and concise manner to help draw meaningful conclusions for future peace education efforts.

The student essays for topic 1 and 2 analyse a variety of companies, business scenarios and countries. The ones for topic 3 critically analyse business models thought different macroeconomic and social concepts. Each essay has a unique format and structure, style and language. While some students use an academic way of writing and business jargon, others apply a personal lense, using "I/We" throughout the essay. The essays largely coincide in their overall structure, comprising an introduction, main body and conclusion part. Some of the students complete their essay with a personal statement, as suggested in the assignment (Appendix A, 2).

The students introduce their topics and issues in fundamentally different ways. Some students describe the historical background, and individual context in detail, subsequently drawing inferences about the role or options of an international company in that given situation. At this, few of the students seem to be guided by a specific framework or structure to analyse the conflict setting. Other students present their context in a very simplified manner, for example by naming a single factor as the cause of an armed conflict.

The issue/solution-ratio of the essays varies significantly. That means that some students introduce their topic briefly and focus mainly on what needs to be done. Others analyse their topic in detail and give little room to constructive solution approaches. There are few students

who introduce an issue, raise possibilities for action and critically analyse the most viable alternatives in a third step. Some solution approaches are even contradictive to the preceding analysis. To briefly exemplify, one student argues against child labour in the electronics industry and states "On the other hand, children are a cheap and unproblematic labour force that might be beneficial for the economy […]" (Student A).

On another note, some essays blend well-grounded research with biased statements. For example, the notion that mine workers in the Democratic Republic of Congo "will never own a mobile phone" (Student B) does not seem to be rooted in academic research. Furthermore, impoverished countries are frequently labelled with "underdeveloped", "undeveloped" and "third world".

Many of the essays are critical and constructive, practical and peaceful. A large share of students recognizes the importance to analyse the complex set of factors that surround international business operations and to use local partners to find conflict-sensitive solutions. The following extracts may provide a short insight into some of the students' reasonings.

> The main takeaway must be that child labour is not a problem that arises due to the demand of cocoa but is rather the sum of many problems that have evolved over years. In order for child labor to disappear, solutions targeting both the current situation and the perspective for the future must be implemented.
>
> (Student C)
>
> To conclude it can be said that international companies that are operating in conflict territories need to radically rethink how they want to operate in the future. […] Furthermore, to have a greater impact companies and NGOs in the same conflict area should cooperate since they can influence the situation more effectively if they act together as one.
>
> (Student D)
>
> Overall, business operations in conflict territories involve many factors to consider and have an ample impact on the population and politics of the area. Trying to make a profit in areas of crisis, that results in people suffering, is highly unethical[.] […]

Therefore, it is indispensable for any company to weigh in their actions and evaluate how they could operate in a way in which they can help people in need without being used by external forces. Even if that means leveraging their business operations for the greater good for a short time.

(Student E)

Many students further highlight the imperative of timely action and individual contributions.

The fact that millions of children risk their lives working under inhumane conditions on a daily basis underlines the vast need and urgency for actions to be taken quickly.

(Student C)

All in all, there is still a lot to do to change our mindsets in order to generate multiple forms of value that allow us to live with the same comfort as before, but in a more sustainable way. And we do see some 'lighthouse' examples that show us how it can be achieved. So now it is up to us, and every single one of us, to start changing.

(Student F)

Lastly, Student G reiterates the importance of this final master's thesis, stating: "Furthermore, it is recommended to prevent this unethical behavior from the very beginning, by properly educating future leaders in terms of business ethics."

	International Business in Conflict Territories
1	Chevron in Venezuela
2	Conducting international business operations in the crisis shaken Venezuela
3	Motorola Solutions Operating in Illegal Israeli Settlements
4	Business in Syria: An approach for peaceful and sustainable Business operations
5	Impact of business operations by San Leon Energy on the Sahrawi people in Western Sahara
6	'Integration or Independence'
7	LUSH GmbH and its actions as a peacebuilder in the Israeli – Palestinian conflict
8	Royal Philips and the Conflict-Free Tin project in Congo
9	SodaStream in the Middle East conflict

	Child Labour, Forced Labour and Human Trafficking in Global Supply Chains
1	Weaponized Trade in the relations between Japan and South Korea
2	Child labour, forced labour and human trafficking (China)
3	Child Labor, Forced Labor, and Human Trafficking in the Supply Chains of Mars, Inc
4	Child Labour, Forced Labour and Human Trafficking in H&M's Supply Chains
5	Dirty Gold, Clean Cash: How illegal gold trade is destroying Peru's ecosystems and social structures
6	Child Labor, Forced Labor and Human Trafficking in Supply Chains of Nestlé
7	Child Labor, Forced Labor and Human Trafficking in Global Supply Chains (Nike)
8	Child Labour, Forced Labour and Human Trafficking in H&M's Global Supply Chains
9	Child labor in the cocoa supply chain: How Nestlé´s chocolate demand is met with child labor in Côte d'Ivoire
10	The unique case of child labor in Bolivia
11	Nestlé's Battle against Child Labor
12	Electronics company Samsung child labour problem
13	Child Labour in Global Supply Chains at the Example of the Tobacco Industry: Philip Morris
14	Brazil: A Country Calling for Help
15	The Congolese Civil War in Your Smartphone
16	Child Labour, Forced Labour, and Human Trafficking in Global Supply Chain (Nike)
17	H&M and the Children from Myanmar
18	Apple: Child labour in supply chain
19	Nestlés Business Operations in the Conflict Territory Colombia
20	Foxconn: Human Right Abuses at the Electronic Product Manufacturer of iPhones
21	Apple Inc. – The Neglect of Human Rights in Subcontracting
22	Starbucks and Human Rights abuses in their supply chain: Coffee bean procurement
23	Child Labour, Forced Labour and Human Trafficking in Global Supply Chains (Nestlé)
24	Child Labor, Forced Labor and Human Trafficking in Global Supply Chains (Nike)
25	Child Labour, Forced Labour and Human Trafficking in Global Supply Chains (Philip Morris)
26	Nike, child and force labor
27	Bittersweet: Hershey's chocolate industry and its labor issues in the global cocoa supply chain
28	Child Labour, Forced Labour and Human Trafficking in Global Supply Chains: HUGO BOSS
29	Nestle Nespresso In South Sudan

30	Cobalt Mining in the Democratic Republic of the Congo with the example of Samsung
31	Child Labor in the British American Tobacco Company
32	Supply Chain Issues & How To Overcome Them: The Nike Case
33	Child Labour, Forced Labour and Human Trafficking in Global Supply Chains (Nestlé)
34	Resource Mining in the Conflict Territory Democratic Republic of the Congo
35	Avocado – A Conflict Commodity
36	Child labor and forced labor along the supply chain of Nestlé and its coffee brands Nescafé and Nespresso
37	Child Labor, Forced Labor and Human Trafficking in Global Supply Chains (Mica Mining)
38	Tech Giants and Child Labour – Seeing the Unseen
39	"A diamond is forever", but dripping with blood
40	Resource Mining in the Conflict Territory Democratic Republic of the Congo
41	Child labour, Forced Labour and Human Trafficking in the Cocoa Supply Chain of Nestlé
International Business in the Post-Growth era	
1	Essay: Post-Growth Economy
2	Is the degrowth a solution for the future?
3	"How could companies survive in a world where growth is not the priority anymore?"
4	Post-growth: different models for change
5	A Regenerative and Distributive Design for International Business in the Post-Growth era: Generating Multiple Forms of Value
6	A Regenerative and Distributive Design for International Business in the Post-Growth era: Generating Multiple Forms of Value
7	Exploring Regenerative and Distributive Models for Sustainability of Cities & Businesses Alike
8	The circular economy, a vehicle for social justice and a sustainable environment in the 21st century
9	A Blueprint For Saving The Earth
10	A Regenerative and Distributive Design for International Business in the Post-Growth era: Generating Multiple Forms of Value
60	

Table 1: International Business for Peace Essay Topics

4.5 Practical Implications

4.5.1 Discussion

The online discussions (Phase 3) and written essays (Phase 4) mirror the manifold and unique ways to deal with all forms of violence in international business. Both milestones reveal the students' endeavour to contribute peaceful transformation approaches. The case studies and topics chosen (see Table 1) indicate a particular interest in global supply chain issues of well-known companies. This might be directly linked to the fact that this topic has most contentual linkages to the current BSc IB agenda. Yet, some students seem to be curious enough to research about topics they may not have touched before. During the online discussions one student explained that she had never thought about a company operating in a violent conflict setting.

As afore explained, the depth of analyses varies greatly from student to student and topic to topic. One possible reason for that might be the limited scope of and short time frame for the assignment. Furthermore, peace education implies an ongoing process of reflection and action. Apparently, the topics posed are quite novel for some students and could trigger all sorts of thoughts and feelings. As a consequence, some students may need more time to process what they have learned and experienced and to incorporate this learning into their academic reflection and writing. The uncritical use of language, as pointed out above, seems to confirm this assumption.

To conclude, this project combines peace education theory with practical business examples. It adapts to the specific context of ESB Business School and emphasises the importance of corporate peacebuilding. The project set up and structure facilitate critical thinking and exchange processes in a safe space, allowing for dialogue and self-reflection. 60 students have participated in discussion circles and have submitted their individual *International Business for Peace* essay. Almost all students devised constructive solution approaches to peacefully transform their issue addressed. Furthermore, multiple students directly expressed their distinct interest in contributing to corporate peacebuilding in manifold

ways. Positive feedback has been received throughout the project. In short, the project objectives have been achieved.

4.5.2 Potential for Improvement

In line with the notion of imperfect peace(s), this project seeks to continuously evolve and adapt to the learning experiences made throughout the planning and implementation phase.

In light of the essay topics chosen by the students (Table 1) and taking the concept of positive peace into consideration, it seems vital to introduce more positive examples for corporate peacebuilding. Companies that have received the Oslo Business for Peace award could be used as a starting point for further research on corporate role models.

Second, PRIO's publication on "Business and Peacebuilding: Seven Ways to Maximize Positive Impact" (Miklian et al. 2018) could be developed further into a comprehensive framework for analysing complex business scenarios linked to conflict or fragile settings. The framework could be subsequently used as a conflict analysis tool by international business students.

Third, it seems vital to slightly shift the focus on possible incentives for international companies to operate in a peaceful way. Since there seems to be little actions of corporate philanthropy, the project might need to ask: "Why would a company *want to* act in a conflict-sensitive and ecologically regenerative way in the long run? How could it benefit?"

Forth, it could be very interesting to create a space for provocative discussions or debates within the project. One example could be to discuss the weapon industry in a controversial manner: job creation versus peacebuilding. This could be directly linked to a lecture in business communication and negotiations.

Fifth, despite the truly international setting at ESB Business School, voices from the global south and from the most vulnerable communities around the world are not equally represented in the IB classroom. As a consequence, future peace education efforts could seek to address the importance of deconstructing the Eurocentric narrative and challenge the

epistemological, methodological and institutional resources dominating the field of international business.

Besides the project content, certain methodological factors could be enhanced as well. First, it could be valuable to include a testing phase of the overall project with ESB Alumni and to adapt the content and format accordingly. Second, the application of several project management tools could significantly facilitate the overall process. Third and last, a written student feedback could help to improve this and similar peace education projects in an ongoing process.

4.5.3 Next Steps

The next step is to complete the project implementation according to the project plan. In addition, Professor Beldarrain, Iker Atxa and Jasmina have agreed to continue with the peace education project on a semi-annual (ESB) and annual (Gernika Gogoratuz laboratory) basis. The lessons learned and ideas for improvement serve as a basis for regular adaptations. Lastly, Jasmina has, in a joint effort with four former fellow students, launched a potentially larger initiative for responsible management education. The current project and some of the afore-described ideas may be incorporated into the new initiative.

5 Conclusion

5.1 Limitations

Most importantly, it is crucial to recognize that the scope of this peace education project is very limited. As a consequence, future efforts towards teaching peace, both at ESB Business Schools and other formal institutions for current and future business leaders, are recommended. It is vital to constantly adapt the content and form of peace education to the specific requirements and circumstances.

5.2 Future Research and Practice

As afore-mentioned, corporate peacebuilding is highly complex. This master's thesis and corresponding project aspire to make the topic accessible to current business students by applying a simplified, pragmatic approach. To further explore this topic in detail, this thesis recommends the consideration of a variety of disciplines, such as CSR and ESG, social innovation, ethics, political economy, political ecology, postcolonialism, neo-imperialism, (geo)politics and humanitarian economics. In practical terms, this thesis encourages international business managers, environmentalists and international peacebuilders to engage in interdisciplinary collaborations and processes of innovative co-creation towards leveraging international business operations for global peacebuilding. Lastly, this master's thesis calls upon each individual to embrace the responsibility of a global citizenship. To step up, rather than to stand by. To build peace, through peace. Si vis pacem, para pacem.

Summing up, this master thesis provides valuable insights into peacebuilding, conflict transformation and international business. It enriches state-of-the-art research and practice and provides ESB with a novel approach to responsible business management education. The master's thesis and corresponding project is in line with UN GC's and PRIO's endeavours to align business strategies with global peacebuilding. As highlighted above, additional research studies and peace education projects are encouraged to complement this work.

6 References

Abbasi, Maisam. 2017. "Towards socially sustainable supply chains – themes and challenges". *European Business Review*, 29(3): 261-303.

Adelman, Sam. 2017. "The Sustainable Development Goals, Anthropocentrism and Neoliberalism". In *Global Goals: Law, Theory and Implementation*, eds. French, Duncan and Louis Kotzé. Cheltenham: Edward Elgar Publishing.

Aisch, Gregor and K.K. Rebecca Lai. 2017. "The Conflicts Along 1,172 Miles of the Dakota Access Pipeline". *The New York Times*, https://www.nytimes.com/interactive/2016/11/23/us/dakota-access-pipeline-protest-map.html, September 2nd, 2020.

Akkerman, Mark. 2019. "The Business of Building Walls". Transnational Institute, Stop Wapenhandel, Centre Delàs, https://www.tni.org/en/businessbuildingwalls, September 2nd, 2020.

Amnesty International. 2019. "Honduras: Land Defenders at Risk". *Amnesty International Campaigns*, https://www.amnesty.org/download/Documents/AMR3703372019ENGLISH.pdf, September 2nd, 2020.

Amnesty International. 2020. "Water Defenders at Risk of Detention". *Amnesty International Campaigns*, https://www.amnesty.org/download/Documents/AMR3729342020ENGLISH.pdf, September 2nd, 2020.

Amster, Randall. 2015. *Peace Ecology*. London: Routledge.

Annan, Kofi. 1999."Annan's address to World Economic Forum in Davos". *United Nations Secretary-General*, https://www.un.org/sg/en/content/sg/speeches/1999-02-01/kofi-annans-address-world-economic-forum-davos, August 31st, 2020.

Annan, Kofi and Nader Mousavizadeh. 2012. *Interventions: A Life in War and Peace*. London: Penguin Press.

Anthem, Paul. 2020. "Risk of hunger pandemic as coronavirus set to almost double acute hunger by end of 2020: New WFP figures indicate additional 130 million lives and livelihoods will be at risk". *World Food Programme Insight*. https://insight.wfp.org/covid-19-will-almost-double-people-in-acute-hunger-by-end-of-2020-59df0c4a8072, August 31st, 2020.

APPG. 2020. "Wellbeing Matters: Tackling Growth Dependency". *An Economy that Works: Briefing Paper No. 3*, https://limits2growth.org.uk/wp-content/uploads/AETW-Policy-Briefing-No-3-digital.pdf, September 3rd, 2020.

Ardizonne, Leonisa. 2003. "Generating Peace: A Study of Nonformal Youth Organizations". *Peace & Change,* 28(3): 420-445.

Armstrong, Anona. 2020. "Ethics and ESG". *Australasian Accounting, Business and Finance Journal*, 14(3): 7-17.

As-Saber, Sharif N, Peter W Liesch and Peter J Dowling. 2001. "Geopolitics and its Impacts on International Business Decisions: A Framework for a Geopolitical Paradigm of International Business". University of Tasmania Working Paper Series, 21(1): 1-26.

Bajaj, Monisha. 2008. "Introduction Encyclopedia of Peace Education". In *Encyclopedia of Peace Education*, ed. Monisha Bajaj. Charlotte, NC: Information Age Publishing, https://www.tc.columbia.edu/epe/epe-entries/Bajaj_ch1_22feb08.pdf, September 12th, 2020.

BBC. 2020. "UN lists 112 businesses linked to Israeli settlements". *BBC News*, https://www.bbc.com/news/world-middle-east-51477231, September 3rd, 2020.

Bennett, Juliette. 2002. "Multinational Corporations, Social Responsibility and Conflict". *Journal of International Affairs*, 55(2): 393-410.

Bloomfield, Michael John. 2018. "How activism pushes companies to be political". The Conversation, https://theconversation.com/how-activism-pushes-companies-to-be-political-86892, September 3rd, 2020.

Bocken, N.M.P., C.S.C. Schuit and C. Kraaijenhagen. 2018. "Experimenting with a circular business model: Lessons from eight cases". *Environmental Innovations and Societal Transitions*, 28: 79-95.

Boussebaa, M. and Glenn Morgan. 2014. "Pushing the frontiers of critical international business studies: The multinational as a neo-imperial space". *Critical Perspectives on International Business*, 10(1): 96-106.

Bousquet, Franck and Oscar Fernandez-Taranco. 2020. "COVID-19 in Fragile Settings: Ensuring a Conflict-Sensitive Response". *United Nations*, https://www.un.org/en/un-coronavirus-communications-team/covid-19-fragile-settings-ensuring-conflict-sensitive-response, August 31st, 2020.

Brown, Alleen. 2018. "Five Spills, Six Months in Operation: Dakota Access Track Record Highlights Unavoidable Reality - Pipelines Leak". *The Intercept*, https://theintercept.com/2018/01/09/dakota-access-pipeline-leak-energy-transfer-partners/, September 3rd, 2020.

Brown, Frances Z. and Jarrett Blanc. 2020. "Coronavirus in Conflict Zones: A Sobering Landscape". *Carnegie Endowment for International Peace*. https://carnegieendowment.org/2020/04/14/coronavirus-in-conflict-zones-sobering-landscape-pub-81518, August 31st, 2020.

Brown, Martin, Edeltraud Haselsteiner, Diana Apró, Diana Kopeva, Egla Luca, Katri-Liisa Pulkkinen and Blerta Vula Rizvanolli. 2018. "Sustainability, Restorative to Regenerative". *COST Action CA16114 RESTORE, Working Group One Report: Restorative Sustainability.* https://www.eurestore.eu/wp-content/uploads/2018/04/Sustainability-Restorative-to-Regenerative.pdf, September 3rd, 2020

Cabezudo, Alicia and Magnus Haavelsrud. 2013. "Rethinking Peace Education". *Journal of Conflictology*, 4(1): 3-13.

Carbonnier, Gilles. 2018. "Humanitarian economics". *WIDER Working Paper 2018/54*. Helsinki: The United Nations University World Institute for Development Economics

Research, https://www.econstor.eu/bitstream/10419/190103/1/wp2018-054.pdf, September 3rd, 2020.

Carroll, Archie B. 2008. "A History of Corporate Social Responsibility: Concepts and Practices". In *The Oxford Handbook of Corporate Social Responsibility*, eds. Crane, Andrew, Dirk Matten, Abagail McWilliams, Jeremy Moon and Donald S. Siegel, 19-46. Oxford: Oxford University Press.

Cascón Soriano, Paco. 2001. *education in and for conflict. ROZIER*, 1–31.

Cavanaugh, M.L. 2018. "Don't Be Evil, Support the Troops". *The Wall Street Journal*, https://www.wsj.com/articles/dont-be-evil-support-the-troops-1523915672, September 2nd, 2020

Cederman, Lars-Erik and Yannick Pengl. 2019. Global Conflict Trends and their Consequences. ETH Zürich, https://www.un.org/development/desa/dpad/wp-content/uploads/sites/45/publication/SDO_BP_Cederman_Pengl.pdf, September 2nd, 2020.

Center for Preventive Action. 2020. "Peace, Conflict and COVID-19". *Council on Foreign Relations*, https://www.cfr.org/article/peace-conflict-and-covid-19, August 31st, 2020.

Certo, S. Trevis and Toyah Miller. 2008. "Social entrepreneurship: Key issues and concepts". *Business Horizon*, 51: 267-271.

Circular.fashion. 2020. "Our Work". https://circular.fashion/ourwork/, August 31st, 2020.

Crisis Group. 2020. "COVID-10 and Conflict: Seven Trends to Watch". *International Crisis Group*, https://www.crisisgroup.org/global/sb4-covid-19-and-conflict-seven-trends-watch, August 31st, 2020.

Dalai Lama. 1989. "The 14th Dalai Lama – Acceptance Speech". *Award of the Nobel Peace Prize Oslo*, https://www.nobelprize.org/prizes/peace/1989/lama/26133-the-14th-dalai-lama-acceptance-speech-1989/, September 10th, 2020.

De Schutter, Olivier. 2016. "Tainted Lands: Corruption in Large-Scale Land Deals". *The International Corporate Accountability Roundtable & Global Witness*, https://www.globalwitness.org/en/campaigns/land-deals/tainted-lands-corruption-large-scale-land-deals/, September 3rd, 2020.

Delàs Center, ECP and IDHC. 2020. *Arms trade, conflicts and human rights: Analysis of European arms exports to countries in armed conflict and human rights violations*. https://escolapau.uab.cat/en/arms-trade-conflicts-and-human-rights/, September 3rd, 2020.

Delàs Center, SETEM, ODG. 2019. *Armed Bank*. http://www.bancaarmada.org/en/campaign/what-are-the-armed-banks, September 3rd, 2020

Dengler, Corinna and Lisa Marie Seebacher. 2019. "What about the Global South? Towards a Feminist Decolonial Degrowth Approach". *Ecological Economics*, 157: 246-252.

Dietrich, Wolfgang. 2013. *Elicitive Conflict Transformation and the Transrational Shift in Peace Politics*. Basingstoke: Palgrave Macmillan.

Dietrich, Wolfgang. 2014. "A Brief Introduction to Transrational Peace Research and Elicitive Conflict Transformation". *Journal of Conflictology*, 5(2): 48-57. Campus for Peace, UOC.

Dozier, Kimberly. 2020. "Refugee Boats Stranded at Sea Show How COVID-19 Is Making Threatened Groups More Vulnerable". *TIME*, https://time.com/5828548/coronavirus-sectarian-violence/, August 31st, 2020.

Dresse, Anaïs, Itay Fischhendler, Jonas Østergaard Nielsen and Dimitrios Zikos. 2019. „Environmental peacebuilding: Towards a theoretical framework". *Cooperation and Conflict*, 54(1): 99–119.

Duval, Antoine and Eva Kassoti. 2020. *The Legality of Economic Activities in Occupied Territories: International, EU Law and Business and Human Rights Perspectives*. London: Routledge.

ESB. 2019. "Curriculum and Syllabi Handbook for the Degree Programme BSc. International Business (IB)". *ESB Business School, Reutlingen University*, https://www.esb-business-school.de/fileadmin/user_upload/Fakultaet_ESB/Studienangebot/Bachelor/BSc_International_Business/Downloads_Links_Infomaterial/ESB_Business_School_IB_Curriculum_and_syllabi_handbook_neu_20200903.pdf, September 2nd, 2020.

ESB. 2020a. "Rankings". *Hochschule Reutlingen, Reutlingen University*, https://www.esb-business-school.de/en/school/quality/rankings/, September 2nd, 2020.

ESB. 2020b. "BSc International Business". *Hochschule Reutlingen, Reutlingen University*, https://www.esb-business-school.de/en/degree-programmes/bachelor/bsc-international-business/, September 2nd, 2020.

Escola de Cultura de Pau. 2020. *Alert 2020! Report on conflicts, human rights and peacebuilding*. Barcelona: Icaria.

European Commission. 2010. "Protecting natural capital for human wellbeing and sustainable development. Ecosystem Services", *Special Issue*, 10: 1-8

European Commission. 2019. *The European Green Deal*. https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1588580774040&uri=CELEX:52019DC0640, June 20th, 2020.

European Commission. 2020a. "Non-financial reporting". https://ec.europa.eu/info/business-economy-euro/company-reporting-and-auditing/company-reporting/non-financial-reporting_en, August 31st, 2020.

European Commission. 2020b. "Study on due diligence requirements through the supply chain: Final report". Luxembourg: Publications Office of the European Union.

European Environmental Agency. 2020. *Global megatrends and planetary boundaries*. https://www.eea.europa.eu/themes/sustainability-transitions/global-megatrends, June 20th, 2020.

Fairphone. 2020. "About us". https://www.fairphone.com/en/about/about-us/, August 31st, 2020.

Fisher, Simon et al. 2000. *Working with Conflict: Skills and strategies for action*. London: Zed Books.

Fountain, Susan. 1999. *Peace Education In UNICEF (Working Paper)*. New York: UNICEF, https://inee.org/system/files/resources/UNICEF_Peace_Education_1999_en_0.pdf, September, 12th, 2020.

Freire, Paulo. 1997. *Pedagogy of the Heart*. London and New York: Continuum International Publishing.

Freire, Paulo. 1999. "The "Banking Concept of Education". In *Ways of Reading*. Eds. Bartholomae, David and Anthony Petrosky. New York: Bedford/St. Martin's, https://www.everettsd.org/cms/lib07/WA01920133/Centricity/Domain/947/BANKING%20C ONCEPT%20OF%20ED.2.pdf, September 10th, 2020.

Friedman, Milton. 1970. "The Social Responsibility of Business is to Increase its Profits". *The New York Times Magazine*, http://umich.edu/~thecore/doc/Friedman.pdf, September 2nd, 2020.

Gallagher, Anne T. and Joy Ngozi Ezeilo. 2015. "The UN Special Rapporteur on Trafficking: A Turbulent Decade in Review", *Human Rights Quarterly*, 37(4): 913-940. https://www.researchgate.net/publication/287157196_The_UN_Special_Rapporteur_on_Traff icking_A_Turbulent_Decade_in_Review, February 19th, 2019.

Galtung, Johan. 1996. *Peace by Peaceful Means: Peace and Conflict, Development and Civilization*. London: SAGE Publications.

Galtung, Johan. 1975. "Three Approaches to Peace: Peacekeeping, Peacemaking and Peacebuilding". In *Peace, War and Defense –Essays in Peace Research*, ed. Johan Galtung, 2: 282-304. Copenhagen: Christian Eljers.

Galtung, Johan. 2011. "Peace and Conflict Studies as Political Activity". In *Critical Issues in Peace and Conflict Studies: Theory, Practice, and Pedagogy*, ed. Thomas Matyók, Jessica Senehi and Sean Byrne, 3-18. Plymouth: Lexington Books.

Ghimire , Safal and Bishnu Raj Upreti. 2012. "Corporate Engagement for Conflict Transformation: Conceptualising the Business-Peace Interface". *Journal of Conflict Transformation & Security*, 2(1): 77-100.

Giammarinaro, Maria G. 2015. "Report of the Special Rapporteur on trafficking in persons, especially women and children, Maria Grazia Giammarinaro: A/HRC/29/38/Add.1". *Human Rights Council*. https://reliefweb.int/sites/reliefweb.int/files/resources/A_HRC_29_38_ Add.1.pdf, August 27th, 2020.

Global Witness. 2015. *Blood Timber: How Europe played a significant role in funding war in the Central African Republic*. https://www.globalwitness.org/en/campaigns/forests/ bloodtimber/, September 3rd, 2020.

Global Witness. 2019. *Defending the Philippines: How broken promises are leaving land and environmental defenders at the mercy of business at all costs*. https://www.globalwitness.org/ en/campaigns/environmental-activists/defending-philippines/, September 3rd, 2020.

Global Witness. 2020. *Beneath the Shine: A tale of two gold refiners*. https://www.globalwitness.org/en/campaigns/conflict-minerals/beneath-shine-tale-two-gold-refiners/, September 3rd, 2020.

Goerner, Sally. 2015. "Regenerative Development: The Art and Science of Creating Durably Vibrant Human Networks". *Capital Institute*, https://capitalinstitute.org/wp-content/uploads/2014/08/000-Goerner-Regenerative-Development-Sept-15-2015.pdf, September 3rd, 2020.

Greenpeace. 2019. *Countdown to Extinction: What will it take to get companies to act?*. Amsterdam: Greenpeace International.

Greenpeace. 2020. *How JBS is still Slaughtering the Amazon*. Amsterdam: Greenpeace International.

Guterres, António. 2018. "Private business must be a 'driving force' for securing peace, curbing climate change: Guterres". *United Nations News*, https://news.un.org/en/story/2018/09/1020342, September 9th, 2020.

Guterres, António. 2020. "Opening remarks at Nelson Mandela Lecture: 'Tackling the Inequality Pandemic: A New Social Contract for a New Era'". *United Nations Secretary-General*, https://www.un.org/sg/en/content/sg/speeches/2020-07-18/remarks-nelson-mandela-lecture-tackling-the-inequality-pandemic-new-social-contract-for-new-era, September 9th, 2020.

Harris, Ian M. 1988. *Peace Education*. Jefferson, NC: McFarland & Co.

Harris, Ian M. 2004. "Peace education theory", *Journal of Peace Education*, 1(1): 5-20.

Harris, Ian M. 2008. "History of Peace Education". In *Encyclopedia of Peace Education*, ed. Monisha Bajaj. Charlotte, NC: Information Age Publishing, https://www.tc.columbia.edu/epe/epe-entries/Harris_ch2_22feb08.pdf, September 12th, 2020.

Haufler Virginia. 2008. "MNCs and the International Community: Conflict, Conflict Prevention and the Privatization of Diplomacy". In *Authority in the Global Political* Economy, ed. Rittberger V., M. Nettesheim and C. Huckel C. London: Palgrave Macmillan.

Hayes, Adam. 2020. "Business: Business Essentials". *Investopedia*. https://www.investopedia.com/terms/b/business.asp, August 31st, 2020.

Henisz, Witold, Tim Koller and Robin Nuttall. 2019. "Five ways that ESG creates value: Getting your environmental, social and governance (ESG) proposition right links to higher value creation. Here's why.", McKinsey Quarterly, https://www.mckinsey.com/~/media/McKinsey/Business%20Functions/Strategy%20and%20Corporate%20Finance/Our%20Insights/Five%20ways%20that%20ESG%20creates%20value/Five-ways-that-ESG-creates-value.ashx, September 3rd, 2020.

HIIK. 2020. *Conflict Barometer: disputes, non-violent crises, violent crises, limited wars, wars*. Heidelberg: Heidelberg Institute for International Conflict Research.

Hinterberger, Friedrich and Andrea Stocker. 2014. "Interactions between Growth (in Transition) and the socially relevant topics: Life Quality, Public Spending, Work, Micro- and

Macroeconomic Resilience, Agriculture, Sustainable Leadership and Distribution". *Initiative Growth in Transition*, https://www.growthintransition.eu/wp-content/uploads/wiw14_policy_papers_summary_en_finale.pdf, September 3rd, 2020.

Human Rights Watch. 2016. "Dakota Access Pipeline Protests Put Right to Water at Center Stage: US Should Address Issues in North Dakota, Flint and Beyond". https://www.hrw.org/news/2016/11/02/dakota-access-pipeline-protests-put-right-water-center-stage, September 3rd, 2020.

ICMHD. 2020. "COVID-19 Notes on Humanitarian Crises: An ICMD Health Policy Contribution". *International Centre for Migration, Health and Development*, https://reliefweb.int/sites/reliefweb.int/files/resources/COVID-19-and-Humanitarian-Crises_ICMHD.pdf, August 31st, 2020.

ILO. 2014. *Profits and Poverty: The Economics of Forced Labour*. https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---declaration/documents/publication/wcms_243391.pdf, September 3rd, 2020.

ILO, OECD, IOM and UNICEF. 2019. *Ending child labour, forced labour and human trafficking in global supply chains*. https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---ipec/documents/publication/wcms_716930 .pdf, August 31st, 2020.

Austrian Federal Ministry of Life. 2020. "Growth in Transition". https://www.growthintransition.eu/, August 31st, 2020.

International Alert et al. 2004. "Conflict-sensitive approaches to development, humanitarian assistance and peace building: tools for peace and conflict impact assessment". London: International Alert. https://www.international-alert.org/sites/default/files/Training_DevelopmentHumanitarianAssistancePeacebuilding_EN_2004_0.pdf, August 31st, 2020.

Ionesco, Dina and Mariam Traore Chazalonoël. 2020. "More than a health crisis? Assessing the impacts of COVID-19 on climate migration". Environmental Migration Portal, https://environmentalmigration.iom.int/blogs/more-health-crisis-assessing-impacts-covid-19-climate-migration, August 31st, 2020.

IPCC. 2014. "Climate Change 2014: Synthesis Report Summary for Policymakers". *Fifth Assessment Report of the Intergovernmental Panel on Climate Change*, https://www.ipcc.ch/site/assets/uploads/2018/02/AR5_SYR_FINAL_SPM.pdf, September 5th, 2020.

Keating, AnaLouise. 2013. *Transformation Now! Toward a Post-oppositional Politics of Change*. Urbana: University of Illinois press.

King, Ruth. 2018. *Mindful of Race: Transforming Racism from the Inside Out*. Louisville, CO: Sounds True.

Knox Cubbon, Stephanie. 2010. "Dr. Joseph Hungwa Memorial Peace Education Program". *Teachers Without Borders*, https://de.scribd.com/document/40571872/COMPLETE-PROGRAM-Dr-Joseph-Hungwa-Memorial-Peace-Education-Program-Parts-1-6, September 12th, 2020.

Kolk, Ans. 2016. "The social responsibility of international business: From ethics and the environment to CSR and sustainable development". *Journal of World Business*, 51(1): 23-24.

Kyrou, Christos N. 2007. "Peace Ecology: An Emerging Paradigm in Peace Studies". *International Journal of Peace Studies*, 12(1): 73-92.

Lebaron, Genevieve. 2018. *The Global Business of Forced Labour: Report of Findings*. Sheffield: SPERI & University of Sheffield.

Le Billon, Philippe. 2001. "The political ecology of war: natural resources and armed conflicts". *Political Geography*, 20(5): 561-584.

Lederach, John Paul. 1995. *Preparing for peace: conflict transformation across cultures*. Syracuse: Syracuse University Press.

Lederach, John Paul. 2003. *The Little Book of Conflict Transformation*. Intercourse: Good Books.

Lederach, John Paul. 2005. *The Moral Imagination: The Art and Soul of Building Peace*. Oxford: University Press.

Lutter, Stephan, Fred Luks and Sigrid Stagl. 2018. "Towards a Socio-Ecological Transformation of the Economy: Background report for the Growth in Transition Conference 'Europe's Transformation: Where People Matter' in Vienna, 14-15 November 2018". *Initiative Growth in Transition*. Vienna: Federal Ministry for Sustainability and Tourism, Republic of Austria, https://www.growthintransition.eu/3186-2/, September 3rd, 2020.

Madura, Jeff. 2020. *International Financial Management (10th ed.)*. Mason: South-Western Cengage Learning.

Martínez Guzmán, Vicent. 2001. *Filosofía para hacer las paces*. Barcelona: Icaria.

Martínez Guzmán, Vicent. 2004. "Educar para la paz desde una filosofía para hacer las paces". *Decisió* 7: 52-57.

Martínez Guzmán, Vicent. 2008. *Peacemaking Philosophy*. Barcelona: Universitat Oberta de Catalunya [not officially published]. 24-56.

Meadows, Donella H., Dennis L. Meadows, Jorgen Randers and William W. Behrens III. 1972. *The Limits to Growth*. New York: Universe Books.

Miklian, Jason. 2017. "Mapping Business-Peace Interactions Opportunities and Recommendations". *Business, Peace and Sustainable Development*, 10: 3-27.

Miklian, Jason. 2017. "The Dark Side of New Business: How international economic development in Myanmar helped accelerate one of the most vicious ethnic cleansing campaigns of the past 50 years". *Harvard International Review*, 38(4): 19-22.

Miklian, Jason, Peer Schouten and Brian Ganson. 2016. "From Boardrooms to Battlefields: 5 New Ways That Businesses Claim to Build Peace". *Harvard International Review*, 37(2): 1-4.

Miklian, Jason, Peer Schouten, Cindy Horst, Øystein H. Rolandsen. 2018. "Business and Peacebuilding: Seven Ways to Maximize Positive Impact". Oslo: PRIO.

Miklian, Jason and Peer Schouten. 2019. "Broadening 'business', widening 'peace': a new research agenda on business and peace-building". *Conflict, Security & Development*, 19(1):1-13.

Millennium Ecosystem Assessment. 2005. *Ecosystems and Human Well-Being: Synthesis*. Washington, DC: Island Press.

Morin, Edgar. 1999. *Seven complex lessons in education for the future*. Paris: UNESCO.

Muñoz, F. A. 2001. *La paz imperfecta*. Granada: Universidad de Granada.

Murphy, Jennifer M. 2018. "Elephant Watering (W)hole: Transrational Learning Spaces". In *Transrational Resonances: Echoes to the Many Peaces*, eds. Alvarez, Josefina Echavarría, Daniela Ingruber and Norbert Koppensteiner. Cham: Palgrave macmillan.

Mustasilta, Katariina. 2020. "From Bad to Worse? The Impact(s) of COVID-19 on Conflict Dynamics". European Union Institute for Security Studies, https://www.iss.europa.eu/content/bad-worse-impacts-covid-19-conflict-dynamics#_from_covid_19_to_increasing_in equalities_and_conflict, August 31st, 2020.

Naranjo, Claudio. 2010. *Cambiar la educación para cambiar el mundo*. Barcelona: Ediciones La Llave.

OECD. 2018. *Highlights: States of Fragility*. http://www.oecd.org/dac/conflict-fragility-resilience/listofstateoffragilityreports.htm, August 31st, 2020.

OECD. 2020. "Environmental health and strengthening resilience to pandemics". *OECD Tackling Coronavirus (COVID-19): Contributing to a Global Effort*, https://www.unece.org/fileadmin/DAM/RCM_Website/OECD_Covid_env_health_brief_April_2020.pdf, August 31st, 2020.

OHCHR. 2020a. "UN rights office issues report on business activities related to settlements in the Occupied Palestinian Territory". *United Nations Human Rights Office of the High Commissioner*, https://www.ohchr.org/EN/NewsEvents/Pages/DisplayNews.aspx?NewsID= 25542&LangID=E, September 3rd, 2020.

OHCHR. 2020b. "Report on the fifth session of the open-ended intergovernmental working group on transnational corporations and other business enterprises with respect to human rights: A/HRC/43/55". *United Nations General Assembly*, https://ap.ohchr.org/documents/E/HRC/other/A_HRC_43_55%20E.pdf, September 3rd, 2020.

O'Mara, Margaret. 2018. "Silicon Valley Can't Escape the Business of War". *The New York Times*, https://www.nytimes.com/2018/10/26/opinion/amazon-bezos-pentagon-hq2.html, September 2nd, 2020.

Phatak, Arvind and Mohammed Habib. 2007. "How should managers treat ethics in international business?". *Thunderbird International Business Review*, 40(2): 101-117.

Pozo, Alejandro. 2019. *Analysing an armed conflict*. Lecture Material.

Prasad, Ajnesh. 2008. "Towards a system of global ethics in international business: a Rawlsian manifesto". *Management Decision*, 46(8): 1166-1174.

PRIO. 2020. "Business and Peace". *Peace Research Institute Oslo*, https://www.prio.org/Research/Group/?x=28, August 31st, 2020.

Pugh, Michael, Neil Cooper and Mandy Turner. 2008. *Whose Peace? Critical Perspectives on the Political Economy of Peacebuilding*. New York: Palgrave Macmillan.

RBC. 2020. "EU is well placed to show leadership with its future Due Diligence legislation". *European Parliament Working Group on Responsible Business Conduct*, https://responsiblebusinessconduct.eu/wp/2020/05/27/ep-rbc-working-group-eu-is-well-placed-to-show-leadership-with-its-future-due-diligence-legislation/, August 31st, 2020.

Reardon, Betty A. 1988. *Comprehensive Peace Education: Educating for Global Responsibility*. New York and London: Teachers College Press, Columbia University.

Reardon, Betty and Alicia Cabezudo. 2002. *Book 2: Learning to Abolish War: Teaching Towards a Culture of Peace. Sample Learning Units*. New York: Hague Appeal for Peace.

Reed, Bill. 2007. "Shifting from 'sustainability' to regeneration". *Building Research & Information Journal*, 35(6): 674-680.

Rezaee, Zabihollah and Ling Tuo. 2017. "Voluntary disclosure of non-financial information and its association with sustainability performance". *Advances in Accounting*, 39: 47-59.

Rosenberg, Marshall. 2005. *Nonviolent Communication: A Language of Life*. Encinitas: PuddleDancer Press.

Schaltegger, Stefan, Erik G. Hansen and Florian Lüdeke-Freund. 2016. "Business Models for Sustainability: Origins, Present Research, and Future Avenues". Organization & Environment, 29(1): 3-10.

Schwarz, Birgit and Jim Wormington. 2020. "Interview: Displaced and Destitute as Guinea Advances Dam Project with Help from China". *Human Rights Watch*, https://www.hrw.org/news/2020/04/16/interview-displaced-and-destitute-guinea-advances-dam-project-help-china, September 2nd, 2020.

Steffen, Will, Katherine Richardson, Johan Rockström, Sarah E. Cornell, Ingo Fetzer, Elena M. Bennett, Reinette Biggs, Stephen R. Carpenter, Wim de Vries, Cynthia A. de Wit, Carl Folke, Dieter Gerten, Jens Heinke, Georgina M. Mace, Linn M. Persson, Veerabhadran Ramanathan, Belinda Reyers and Sverker Sörlin. 2015. "Planetary boundaries: Guiding human development on a changing planet". *Science*, 347(6223).

Svensson, Per G., Tara Q. Mahoney and Marion E. Hambrick. 2020. "What Does Innovation Mean to Nonprofit Practitioners? International Insights From Development and Peace-Building Nonprofits". *Nonprofit and Voluntary Sector Quarterly*, 49(2): 380-398.

Taft, Julie. 2020. "COVID-19 in humanitarian settings: the double crisis". *IPFF*, https://www.ippf.org/blogs/covid-19-humanitarian-settings-double-crisis, August 31st, 2020.

Taschner, Andreas. 2020. "ESB Degree Programmes". *Hochschule Reutlingen, Reutlingen University*, https://www.esb-business-school.de/en/degree-programmes/, October, 2nd, 2020.

The Guardian. 2015. *40 years of suffering for Sahrawi refugees from Western Sahara*. https://www.theguardian.com/world/2015/nov/04/40-years-of-suffering-for-sahrawi-refugees-from-western-sahara, September 2nd, 2020.

Tkocz-Wolny, Katarzyna. 2019. "Reporting Non-Financial Information from ESG Areas". *Accounting Challenges in Business Processes*, 63-72.

Too Good To Go. 2020. "The Movement Against Food Waste". https://toogoodtogo.com/en-us/movement, August 31st, 2020.

UCDP. 2006. "Definitions, sources and methods for Uppsala Conflict Data Program Battle-Death estimates". *Department of Peace and Conflict Research, Uppsala University*, https://ucdp.uu.se/downloads/old/brd/ucdp-brd-conf-41-2006.pdf, August 31st, 2020.

UN. 2020. "A UN framework for the immediate socio-economic response to COVID-19". *United Nations*, https://unsdg.un.org/sites/default/files/2020-04/UN-framework-for-the-immediate-socio-economic-response-to-COVID-19.pdf, August 31st, 2020.

UNCTAD. 2020. "Mapping the Impact of Illicit Trade on the Sustainable Development Goals". *Transnational Alliance to Combat Illicit Trade*, https://unctad.org/meetings/en/Contribution/DITC2020_TRACIT_IllicitTradeandSDGs_fullreport_en.pdf, September 2nd, 2020.

UN Environment. 2019. "Global Environment Outlook 6". *United Nations Environmental Programme*, https://www.unenvironment.org/resources/global-environment-outlook-6, September 2nd, 2020.

UNESCO. 1945. *Constitution of the United Nations Educational, Scientific, and Cultural Organization*. London: https://unesdoc.unesco.org/ark:/48223/pf0000372956/PDF/372956eng.pdf.multi.page=6, September 10th, 2020.

UN GC. 2009. "Enabling Economies of Peace: Public Policy For Conflict-Sensitive Business". New York: UN Global Compact Office.

UN GC. 2013. "Business for Peace Platform Unveiled at UN Global Compact Leaders Summit". *United Nations Global Compact*, https://unglobalcompact.org/news/451-09-19-2013, August 31st, 2020.

UN GC. 2020a. "Our Mission: Business as a force for good". *United Nations Global Compact*, https://www.unglobalcompact.org/what-is-gc/mission, August 31st, 2020.

UN GC 2020b. *UN Global Compact: Business Plan 2020*, https://www.unglobalcompact.org/library/5733, September 3rd, 2020.

UN News. 2020. "COVID-19 intensifies 'brutal crime' of sexual violence in conflict". United Nations Human Rights, https://news.un.org/en/story/2020/06/1066712, August 31st, 2020.

UN Peacekeeping. 2019. *OROLSI Deployments to UN Peacekeeping Operations and UN Special Political Missions in 2019*, https://peacekeeping.un.org/en/file/orolsi-map-2019jpeg, September 3rd, 2020.

UN Peacekeeping. 2020. *Terminology*, https://peacekeeping.un.org/en/terminology, August 31st, 2020.

UN Secretary-General. 1992. *An Agenda for Peace: Preventive diplomacy, peacemaking and peace-keeping, A/47/277*, http://www.un-documents.net/a47-277.htm, August 31st, 2020.

UNECE. 2020. "COVID-19, the environment and climate change". *United Nations Economic Commission for Europe*, https://www.unece.org/runcwelcome/issue-based-coalitions/ environment-and-climate-change/covid-19-and-environment.html, August 31st, 2020.

UNESCO. 1989. *The Seville Statement on Violence.*

UNOCHA. 2020. "Global Humanitarian Response Plan Covid-19: United Nations Coordinated Appeal". *OCHA Geneva*, https://www.unocha.org/sites/unocha/files/Global-Humanitarian-Response-Plan-COVID-19.pdf, August 31st, 2020.

Wenden, Anita L. 2004. *Educating for a Culture of Social and Ecological Peace*. Albany: State University of New York Press.

Westwood, Robert Ian and Gavin Jack. 2007. "Manifesto for a postcolonial international business and management studies: A provocation". *Critical Perspectives on International Business*, 3(3): 246-265.

WirtschaftsWoche. 2020. *Sieger für die Ewigkeit: Uni-Ranking 2020 der Wirtschaftswoche*, https://www.studis-online.de/Studieren/art-2360-wiwo-uniranking-2020.php, September 2nd, 2020.

Yeganeh, Hamid. 2019. "A critical examination of the social impacts of large multinational corporations in the age of globalization". Critical perspectives on international business, 16(3):193-208.

7 Appendix

Appendix A – Student Assignment in International Business for Peace

<div style="border: 1px solid black; padding: 1em;">

International Business for Peace
Special Assignment for Advanced Bus. English/Business Communication
Prof. Beldarrain/Summer 2020

1 Personal Introduction

Dear IB3 Students,

First of all, I wish to sincerely thank you for your time and engagement into this extraordinary assignment within the scope of your IB3 class with Prof. Yoany Beldarrain. Exactly five years ago, I shared this classroom of yours. Since then, I did an internship semester with Capgemini Consulting, studied an exchange semester in Mexico and completed my bachelor's degree with an Internship at Bosch India in Bangalore. My bachelor thesis examined Sustainable Consumption Behavior in Germany. By now, I am studying a master's degree in Peace, Conflict and Development studies at Universitat Jaume I in Spain. In my internship at Red Cross Spain, I am going to work towards the social inclusion of refugees and asylum seekers. This will be directly linked to my master thesis project. I hope this brief overview of my professional path may facilitate your approximate understanding of my interdisciplinary set of expertise, academic knowledge and experiences and hence helps to clarify the rationale behind this joint collaboration project as detailed in the following.

2 Background and Objective

For many years, ESB has been at the forefront of numerous nationwide rankings. The commitment of its professors, the outstanding student engagement in (extracurricular) activities as well as unique events on campus, such as the IBF, contribute to the USP of ESB Business School. The students' aspiration to learn about and contribute towards highly complex transformations in international businesses around the world is remarkable. Yet, I am convinced that the BSc. IB program lacks one fundamental dimension: the social and ecological imperative of doing business in the 21st century.

It is well-known that the basic ideas of wealth generation through labor division and free markets date back to Adam Smith in the 18th century. It is without doubt, that labor specialization and the free exchange of goods and services have brought about immense progress, prosperity and human well-being. Having said that, voices about the social and ecological cost of doing business have grown stronger in the past decades. Already in 1972, the Club of Rome pointed to *The Limits to Growth*. Since then there have been numerous UN conferences on the Environment and Development, with an acknowledgeable, yet limited, impact. Increasingly intricate supply chains, or rather supply webs, severely hamper mapping and accounting for long-term environmental impacts at the local and global level as well as for social conditions such as forced labor and human trafficking.

As a consequence, this activity invites you to put on a critical-constructive lens and to reflect upon the role and responsibility of engaging in International Business today. The aim is to reduce the gap between this state-of-the-art program tailored to an increasingly digitalized and globalized world and the ethical complexities addressed in the international peace studies program. How can international business operations be ethical and inclusive, sustainable and regenerating (the environment), non-violent and peaceful? The objective of this extraordinary assignment is three-fold:

(1) to encourage a more critical way of thinking and complementary ways of conducting research beyond classic and trusted business information channels.

(2) to expand empathetic engagements in academia and business, which means to aspire a multi-dimensional understanding of certain issues in order to create viable, value-adding alternatives and transform traditional business models.

<div style="text-align: right;">1</div>

</div>

(3) to spark immediate transformations by incorporating the social and ecological dimension into academic papers, business projects and day-to-day actions.

3 Assignment

3.1 Instructions and Methodological Approach

The spectrum of topics in international business, economics and international peace studies is very broad and the time period available for this extraordinary assignment limited. On these grounds, I have chosen three practice-oriented case studies which I deem relevant for you as prospective business leaders. Each of the cases exemplifies how different forms of violence (direct, structural, cultural) on different levels (micro, meso, macro; political, business, economic) and in different geographical locations are directly linked to international business decisions and operations.

Please **choose one case study (1)** you relate to the most. You can use the sources provided as a starting point to get a rough idea and then dive into a more specific case, as detailed below. It is crucial to adopt a **critical perspective (2)** with regards to the sources used (publishing authors/organization, funding structure behind, agenda setting and framing of the article, peace journalism versus war journalism perspective). I strongly encourage you to be **open to new ideas and sources (3)** and to embrace as many angles and points of view as possible. By opting for drawing a holistic picture of the issue, you may find more options for a **peaceful business transformation strategy (4)**. At this, it would be great to bring in your current set of expertise in international business management. You can set a strategic or an operational focus, diving into a certain business function (e.g. supply chain management) or keeping it holistic according to what you deem most appropriate for the case. Try to design your solution in a SMART (Specific, Measurable, Achievable, Relevant, Time bound) manner. Lastly, I invite you to **take a stance (5)** as IB student, future business leader, change maker, policy enthusiast or whatever role you identify yourself with. Think about what you *can* do to make business strategies and operations more ethical and more sustainable. Which role do you see yourself in? What is your responsibility? Who might be your supporters in working towards that goal? Which challenges are you going to face? How can you overcome them? In a nutshell, how can you, we, create social and sustainable transformations from within the system of international business?

Individually, please **submit a written essay about the case** summarizing your main findings (2 & 3) and viable business solutions (4) OR giving a brief outline on how you would like to put into practice what you have learned, i.e. personal reflection (5). The essay should be **900-1,000 words, single spaced**. Please provide in-text citations as well as an APA style reference list for all work cited. Include a cover page and a title. **Email the essay by May 5 to Prof. Beldarrain.**

3.2 Gernika Gogoratuz and Peace Economy

In order to leverage your expertise, time and efforts dedicated to this project and to reach a larger audience with your papers and reflections, we established a collaboration agreement with Gernika Gogoratuz, a Peace Research Center in the north of Spain. Gernika Gogoratuz organizes a yearly conference on Business, Economy and Peace inviting representatives from universities, government entities, the private sector and NGDOs such as Economistas sin Fronteras (Economists without Borders). The aim of the conference is to share a platform of dialogue and exchange about the Economy, Business and Peace (i.e. Sustainability, Social Justice, Human Rights). Since the next conference will be held in autumn 2020 and is not compatible with your IB curriculum, I am invited to present your work and engage in a follow-up discussion with other speakers. I am happy to subsequently share a summary of the discussion points elaborated on and the feedback received with you.

2

65

3.3 Case Studies

In line with the methodology, target audience and current global trends relevant for International Business the Case Studies selected are as follows.

3.3.1 International Business in Conflict Territories

Conducting International Business Operations in the Disputed Western-Sahara territory

Introduction Podcast on Western Sahara (20 minutes)
by my Master Studies' Professor and UN representative for Frente POLISARIO Dr. Sidi Omar
https://www.carnegiecouncil.org/studio/multimedia/20190207-global-ethics-weekly-situation-in-western-sahara-sidi-omar

Background

Around the world, there are numerous armed conflicts and non-violent clashes, defined differently and quantified accordingly by diverse peace and conflict research centers (Uppsala Conflict Data Program, alerta of the Escola de Cultura da Pau Barcelona, Chart of Armed Conflict by the International Institute of Strategic Studies London, among others). According to the most recent Conflict Barometer of the Heidelberg Institute for International Conflict Research, Western Sahara is classified as currently non-violent conflict territory with low intensity. Since its annexation by the Moroccan government in 1975, the local population has fled from Western Sahara to the Western part of Algeria and is living in refugee camps ever since. The Sahrawi people are largely dependent on international humanitarian aid and have poor prospects. The ones who remained behind during the invasion now live under Moroccan occupation and suffer from "torture, imprisonment and sexual violence inflicted by the Moroccan state" (The Guardian, 2015). As of September 2018, 100,000 Moroccan soldiers patrol the 2,700 km long Western Sahara wall dividing the country, "designed to keep independence-seeking Sahrawis in the eastern part of the desert" (The Guardian, 2018). The constellation of factors is complex, the situation intractable. To learn more about historic happenings and the current situation in Western Sahara, the sources provided below may serve as starting point for further research. So, why does Morocco hold on to Western Saharan territory? And which role do international companies play?

Geopolitical Importance

Western Sahara is a very resources-rich territory. It holds by far more phosphate reserves than any other country in the world. According to world atlas (Misachi, 2018), Morocco (including Western Sahara) accounts for approximately 70% of the world's phosphate deposits. The precious rock, also called white gold, is vital for all life on the planet. Without phosphate in the earth, we would not be able to grow any plants. The matter is thus used as basic ingredient of all fertilizers. As a consequence, Western Sahara (controlled by Morocco) is the main exporter of this valuable good on a global level. Furthermore, Western Saharan territory holds vast important fishing resources as well as possibly, still untouched, oil deposits. Without diving into further details, Western Sahara proves to be an indispensable source of income of Morocco, which ironically can hold its power position over the Southern territory by exploiting the resources of the very same area. By stimulating trade with Morocco, which includes goods obtained from Western Saharan territory, refraining from it or conditioning trade through agreements European companies and the EU thus fundamentally influence the power imbalance and the future of the disputed territory.

3

European Companies in Western Sahara

Having said that, there are diverse large-scale business projects by European Companies in Western Sahara. Siemens has constructed a wind park with 131 wind turbines in the Saharan desert. A representative of the local Sahrawi people commented: "It is amazing to have green energy. It is our responsibility as human beings to protect the world we live in, but if you occupy your neighbours' yard to produce that green energy – and sell it to them at the end – believe me, your neighbours will not be happy about it." (The Guardian, 2016) He further emphasizes: "Multinational companies are dividing our country's natural resources without consulting or benefiting the Sahrawi people and we have recently seen a huge protest in the refugee camps against Siemens and Enel. [...] In the occupied territories of Western Sahara there is growing awareness about this, and growing understanding of the long-term consequences." (The Guardian, 2016) In their book *Human Rights in Business: Removal of Barriers to Access to Justice in the European Union* Álvarez Rubio and Yiannibas (2017: 92) stress the "negative impact on the people living in the area, related in particular to issues connected to unclear land ownership".

In the Chapter *Fish before Peace: The EU's Controversial Fisheries in Occupied Western Sahara* Hagen (2017) quotes Morocco's fisheries minister statement concerning EU's former fish agreement with Morocco in 2006: "The financial aspect is not necessarily the most important aspect of this agreement. The political aspect is just as important". Hagen explains that:

> [T]he entire problem [is a] new pact, in which the EU would pay money to the Moroccan government to fish in Western Sahara waters [which is] about to be concluded after months of dispute. The statement underline[s] the problem [...]: As a leading beneficiary of the EU's Neighbourhood Policy, Morocco has been advantaged with a number of trade deals with the EU; some of these deals directly affect the territory of Western Sahara. [...] By attracting foreign companies and governments to sign accords for the management of the natural resources of the territory, Morocco normalizes its long-standing illegal occupation of Western Sahara, and creates an impression of international support for its presence in the Saharawi territory.

In February 2019 the European Parliament has adopted an EU-Morocco Sustainable Fisheries Partnership Agreement. There is a lack of trustworthy information online on how this agreement has influenced business operations in the fishing sector within Western Saharan territory since then.

Other disputed business organizations operating in the occupied Western Sahara include Swedish furniture manufacturer IKEA, North American fertilizer producer Nutrien (biggest purchaser of the conflict rock) as well as the Swiss companies ABB and LafargeHolcim, working in infrastructure projects (see sources below).

In conclusion, business operations in, with or via a territory in conflict are complex, involve many factors to be considered and might entail considerable consequences for the local society and/or for the environment. As aforementioned, this brief case study merely aspires to exemplify the complex web of factors and stakeholders to be taken into account when making international business decisions. It could be valuable to include a diverse set of stakeholders when weighting (short-run and long-run) costs and benefits of major business decisions. Also, it would be interesting to consider the personal/company/country motivation behind engaging in business operations: Is it more important to maximize one's own benefit, adhering to minimal standards determined by the applicable law? Or is it more important to leverage business operations for the greater good? Could you think of any international company that is even helping to de-escalate a violent conflict situation by using its potentially neutral stance on-site?

4

Based on this case study and the broader reflections behind, please pick a specific case example that catches your attention, i.e. a company operating in, with or via a conflict territory. Investigate on significant positive or negative impacts the company exerts on the local population/environment and elaborate on it in detail according to the afore-described methodology.

3.3.2 Child Labour, Forced Labour and Human Trafficking in Global Supply Chains

Imagine you are the manager of the central purchasing team of Aldi Süd Germany and you need to determine your new product range in the fish and seafood section of all Aldi Süd supermarkets. Your decision criteria for the new products to be sourced could contain price and quality as well as other factors. Would you also set an ethical indicator to be fulfilled? Would you be willing to pay a higher price for it? And how could you obtain the respective information given a large, intricate supply chain?

According to *The UN Special Rapporteur on Trafficking: A Turbulent Decade in Review*, published in the Human Rights Quarterly, the fishing sector is a key example for dubious supply chain activities. Gallagher & Ezeilo, (2015: 934-935) describe severe human rights abuses in global fish supply chains as follows:

> The fishing sector is a case in point. Over the past several years, investigations by the United Nations and independent journalists have documented cases of Ukrainian crews forced to work at gunpoint in the Northern Pacific, Burmese fishermen on Thai boats murdered and thrown overboard when starvation, overwork, and disease diminished their capacity to work, and West African children as young as four lured away from their parents for a life of hardship and abuse on inland lakes or in the middle of the Indian Ocean. Trafficking has also been documented in foreign-owned vessels fishing legally in the waters of New Zealand. The catch from the boats is sold to local processing companies with worldwide distribution, ending up on the plates of Australian and North American consumers. […]
>
> The difficulties inherent in improving the transparency of supply chains— a necessary prerequisite for dealing with exploitation—should not be underestimated. The globalization of production means that many corporations themselves are often unaware of the conditions under which goods and services produced for them are obtained. But that lack of knowledge can also provide a useful excuse for corporations that reap the benefits of cheap, exploitable labor to avoid taking meaningful action. In some instances, it appears that the use of third parties (for example, recruitment agencies) is a deliberate strategy to distance a corporation from responsibility for exploitation. Corporations should be required to take at least the minimum steps necessary to assess their supply chains for risk of exploitation, to deal with any exploitation found, and to put in place mechanisms for effective future monitoring. Initiatives aimed at promoting greater responsibility and self-regulation should be encouraged, particularly those that are rights based and widely supported such as the United Nations own *Guiding Principles on Business and Human Rights*. However, experience has shown that self-regulation measures are limited in their impact and effectiveness.

The UN *Report of the Special Rapporteur on trafficking in persons, especially women and children* by Giammarinaro (2015) expands the analysis of controversial supply chain activities to a variety of economic sectors. She points out the following:

> [T]rafficking in persons has been identified as a problem across a variety of economic sectors, including those integrated into global markets. It has been reported that the economic sectors most exposed to trafficking in persons include agriculture and horticulture, construction, garments and textiles, hospitality and catering, mining,

5

logging and forestry, fishing, food processing and packaging, transportation, domestic service and other care and cleaning work. In those cases, trafficking in persons may be carried out by businesses and/or their business partners, including suppliers, subcontractors, labour brokers or private recruitment agencies, often because of the motivation to derive economic benefits from exploitable labour or services provided by trafficked persons or because of unmonitored or unregulated supply chain practices (see A/67/261, paras. 8–12). It is worth mentioning that in such cases trafficking in persons can and does occur without the transfer of victims from one place to another. (Giammarinaro 2015: 6)

For a broader understanding of child labour, forced labour and human trafficking in global supply chains the ILO, OECD, IOM and UNICEF have published a joint report in 2019. The organizations highlight, that 152 million children are in child labour and 25 million adults are in forced labour as of the latest global estimates. The report analyses the current situation in detail. Secondly, it describes approaches towards establishing and implementing a responsible business conduct for labour and human rights. The report details specific business models, management systems and purchasing practices, increased transparency on the supply chain and multi-stakeholder initiatives as means of transforming and conducting business operations in an ethical manner.

If you opt for this case study, please choose a specific company (and product line) to elaborate on child labour, forced labour and human trafficking along its supply chains. Analyze the issues at stake and stakeholders involved as detailed as possible and elaborate on viable business solutions as described in *3.1 Instructions and Methodological Approach*.

3.3.3 A Regenerative and Distributive Design for International Business in the Post-Growth era:

Generating Multiple Forms of Value

Introduction Material:

TED Talk "A healthy economy should be designed to thrive, not grow" (15 minutes)
by Oxford Economist Kate Raworth
https://www.youtube.com/watch?v=Rhcrbcg8HBw

Handelsblatt Global "The answer to capitalism's ills? Post-growth (2 minutes)
by Professor of Sustainability Tim Jackson
https://www.youtube.com/watch?v=ZZNvtl4FJYY

Can companies do better by doing less?
by Christiane Kliemann (The Guardian)
https://www.theguardian.com/sustainable-business/2014/aug/01/companies-degrowth-sustainable-business-doing-less

New economic concepts such *Beyond Growth*, *Post-growth*, *De-growth* and *Prosperity without Growth* have gained momentum in the past two decades. Especially the global financial crisis 2007 – 2008 and a growing concern about the earth' limited resources and limited capability to regenerate have fueled new lines of thought in the academic environment. It has also provoked piloting projects across a wide range of disciplines. The business sector has been enriched by new dynamics such as decentralized, sustainable city solutions, localized business solutions and social business models. The Institute for Environmental Studies and Technology as well as the Barcelona Research and Degrowth Institute have even co-created a new Master Studies Program in Degrowth and Environmental Justice, which is about to kick off in Fall 2020.

6

69

But what lies behind these concepts and initiatives? Are they applicable on the large scale? What opportunities and threats do they pose for the future of international business? Do companies need to fundamentally transform their business model, capitalizing regeneration and distribution? What is the role of consumers and other stakeholders (see "flight shaming" movement in Sweden for instance)? "Could business[es] […] even encourage movement toward – a degrowth-based economy?" (Kliemann, 2014)

Given the huge complexity and manifold possibilities to explore this field of study, you are free to set the focus for your extraordinary assignment paper yourself! Please take some time to get a solid overview of this topic and to explore its relationships to international business management. I encourage you to pick a specific topic or case within the umbrella term "degrowth" or "post-growth" and to design your solution as practical, tangible and viable as possible (see *3.1 Instructions and Methodological Approach*).

4 Thank You

Before leaving it to you to investigate, explore, discover and design creative business solutions, I wish to thank you wholeheartedly for your interest and engagement. Please feel free to contact me in case of any questions or feedback, to share your learning journey with your colleagues and to invite your professors to engage in a critical-constructive debate about one of the topics.

I wish you all the best for the future!

Yours Sincerely,

Jasmina Schroff
jasmina.schroff@gmail.com

5 Useful Illustration

Peace Journalism versus War Journalism

PEACE/CONFLICT JOURNALISM	WAR/VIOLENCE JOURNALISM
Peace/Conflict-Oriented • multiple parties / goals / issues • giving voice to all parties • humanization of all sides • proactive	*War/Violence-Oriented* • 2 parties, 1 goal (to win) • 'us vs them' journalism • dehumanization of 'them' • reactive
Truth-Oriented • expose untruths on all sides/uncover all cover-ups	*Propaganda-Oriented* • expose 'their' untruths / help 'our' cover-ups
People-Oriented • focus on all victims (women, aged, children)	*Elite-Oriented* • focus on 'our' victims (soldiers, 'heros')
Solutions-Oriented • peace = non-violence + creativity	*Victory-Oriented* • peace = victory + ceasefire

Johan Galtung (1998)

6 Sources

6.1 Western Sahara Case

Ali, Amir (2013), "Saftiges aus der Sahara", *Zeit Online*, https://www.zeit.de/2013/14/tomaten-afrika-schweiz, February 16th, 2020

Álvarez Rubio, Juan José & Yiannibas, Katerina (2017), *Human Rights in Business: Removal of Barriers to Access to Justice in the European Union*, Routledge

Badertscher, Marc (2016), "Düngemittelhändler ziehen sich aus Westsahara zurück", Handelszeitung, https://www.handelszeitung.ch/unternehmen/duengemittelhaendler-ziehen-sich-aus-westsahara-zurueck-1007715, February 16th, 2020

Balázs, Eszter (2019), "Preferential tariffs to help Western Sahara to develop", *European Parliament*, https://www.europarl.europa.eu/news/en/press-room/20190109IPR23018/preferential-tariffs-to-help-western-sahara-to-develop, February 16th, 2020

Bensemra, Zohra (2016), "Sahrawi refugee camps in Algeria's arid south", Reuters, https://www.reuters.com/article/us-algeria-sahara-idUSKCN0W626J, February 16th, 2020

Bruneau, Charlotte und Rhode, Stephanie (2016), „Handel mit Afrikas letzter Kolonie", *Deutschlandfunk*, https://www.deutschlandfunk.de/eu-marokko-und-der-westsahara-konflikt-handel-mit-afrikas.724.de.html?dram:article_id=366913, February 16th, 2020

Claasen, Heimo (2017), "Kein Freihandel mit der Westsahara", *Welt Sichten*, https://www.welt-sichten.org/artikel/32728/kein-freihandel-mit-der-westsahara, February 16th, 2020

Cronin, David (2010), "Europe's assault on Western Sahara", *The Guardian*, https://www.theguardian.com/commentisfree/2010/jul/10/fishing-western-sahara-european-commission, February 16th, 2020

DW (2018), "EuGH-Urteil: Keine EU-Fischerei vor der Küste der Westsahara", https://www.dw.com/de/eugh-urteil-keine-eu-fischerei-vor-der-küste-der-westsahara/a-42755977, February 16th, 2020

DW (2019), " Bei den vergessenen Flüchtlingen aus der Westsahara", https://www.dw.com/de/bei-den-vergessenen-flüchtlingen-aus-der-westsahara/a-47975736, February 16th, 2020

ECCHR (2020), "Europe's profits in occupied Western Sahara", *European Center For Constitutional And Human Rights E.V.*, https://www.ecchr.eu/en/case/europes-profits-in-occupied-western-sahara/, February 16th, 2020

EURACTIV (2018), "Morocco pushes development in disputed Western Sahara", https://www.euractiv.com/section/global-europe/news/morocco-pushes-development-in-disputed-western-sahara/, February 16th, 2020

European Commission (2019), "European Parliament votes in favour of EU-Morocco fisheries partnership", *European Commission*, https://ec.europa.eu/fisheries/press/european-parliament-votes-favour-eu-morocco-fisheries-partnership_en, February 16th, 2020

European Parliament (2013), "Parliamentary questions: Export of Moroccan-labelled products from the Western Sahara", *European Parliament*, https://www.europarl.europa.eu/sides/getDoc.do?pubRef=-//EP//TEXT+WQ+E-2013-003971+0+DOC+XML+V0//EN, February 16th, 2020

European Parliament (2014), "Parliamentary questions: Labelling of goods from Western Sahara", *European Parliament*, https://www.europarl.europa.eu/doceo/document/E-8-2014-007130_EN.html, February 16th, 2020

9

European Parliament (2017), "Parliamentary questions: Products from territories in Western Sahara", *European Parliament*, https://www.europarl.europa.eu/doceo/document/E-8-2017-007241_EN.html, February 16th, 2020

European Parliament (2019), "EU-Morocco Agreement on the amendment of Protocols 1 and 4 to the Euro-Mediterranean Agreement (Resolution)", *European Parliament*, https://www.europarl.europa.eu/doceo/document/TA-8-2019-0016_EN.pdf, February 16th, 2020

European Parliament (2019), "EU-Morocco fisheries agreement", *European Parliament*, https://www.europarl.europa.eu/RegData/etudes/ATAG/2019/633172/EPRS_ATA(2019)633172_EN.pdf, February 16th, 2020

European Parliament (2020), "Parliamentary questions: Labelling of products from Western Sahara", *European Parliament*, https://www.europarl.europa.eu/doceo/document/E-9-2020-000487_EN.html, February 16th, 2020

Fox, Benjamin (2018), "EU dilemma on Morocco-Western Sahara conflict remains unsolved", *EURACTIV*, https://www.euractiv.com/section/economy-jobs/news/eu-dilemma-on-morocco-western-sahara-conflict-remains-unsolved/, February 16th, 2020

Hagen, Erik, "Fish before Peace: The EU's Controversial Fisheries in Occupied Western Sahara" in Balboni, Marco & Laschi, Giuliana (2017), "The European Union Approach Towards Western Sahara", Bruxelles, Bern, Berlin, Frankfurt am Main, New York, Oxford, Wien, Peter Lang International Academic Publishers, https://www.peterlang.com/view/9782807601055/xhtml/chapter03.xhtml?pdfVersion=true February 16th, 2020

Harpaz, G. (2018), "The front polisario verdict and the gap between the EU's trade treatment of Western Sahara and its treatment of the occupied Palestinian territories", Journal of World Trade, 52(4): 619-642

Human Rights Watch (2014), "Western Sahara/Algeria: Refugees Face Curbs on Rights", *Human Rights Watch*, https://www.hrw.org/news/2014/10/18/western-sahara/algeria-refugees-face-curbs-rights, February 16th, 2020

Human Rights Watch (2019), *World Report 2019*, https://www.hrw.org/sites/default/files/world_report_download/hrw_world_report_2019.pdf, February 16th, 2020

Jullien, Maud (2019), „Westsahara will die Unabhängigkeit", *ARTE*, https://www.arte.tv/de/videos/091513-003-A/westsahara-will-die-unabhaengigkeit/, February 16th, 2020

Kaiser, Susanne (2014), "The curse of resources", *Qantara*, https://en.qantara.de/content/western-sahara-conflict-the-curse-of-resources, February 16th, 2020

Lauter, Julia (2013), "Konflikt-Tomaten aus der Wüste", *taz*, https://taz.de/Westsahara-Gemuese-bei-Rewe--Co/!5062779/, February 16th, 2020

Maclean, Ruth (2018), "Build a wall across the Sahara? That's crazy – but someone still did it", *The Guardian*, https://www.theguardian.com/world/2018/sep/22/western-sahara-wall-morocco-trump, February 16th, 2020

Misachi, John (2018), "Countries With the Largest Phosphate Reserves", *worldatlas*, https://www.worldatlas.com/articles/countries-with-the-largest-phosphate-reserves.html, February 16th, 2020

10

Neslen, Arthur (2016), "Africa's biggest windfarm sparks controversy in the desert", *The Guardian*, https://www.theguardian.com/environment/2016/nov/22/morocco-saharan-windfarms-tarfaya-fan-accusations-of-green-plunder, February 16th, 2020

Omar, Sidi (2019), "A Chance for Peace in Western Sahara", *Carnegie Ethics Online Monthly Column*, https://www.carnegiecouncil.org/publications/ethics_online/chance-peace-western-sahara-sidi-omar, February 16th, 2020

Reuters (2015), "Morocco blocks Ikea store in row over Swedish support for breakaway republic", *The Guardian*, https://www.theguardian.com/world/2015/sep/29/moroccan-authorities-block-ikea-store-opening-in-row-over-swedish-support-for-independent-republic-in-western-sahara, February 16th, 2020

Sagener, Nicole (2016), "European companies help Morocco maintain control over Western Sahara", *EURACTIV*, https://www.euractiv.com/section/energy/news/european-companies-help-morocco-maintain-control-over-western-sahara/, February 16th, 2020

Sakthivel, Vish (2016), "The EU, Morocco, and the Western Sahara: a chance for justice", *European Council on Foreign Relations*, https://www.ecfr.eu/article/commentary_the_eu_morocco_and_the_western_sahara_a_chance_for_justice_7041#, February 16th, 2020

Spiegel (2018), "EU-Fischereiabkommen mit Marokko steht vor dem Aus" *Spiegel Wirtschaft*, https://www.spiegel.de/wirtschaft/soziales/eu-fischereiabkommen-mit-marokko-steht-vor-dem-aus-a-1187120.html, February 16th, 2020

Terre des hommes schweiz (2018), "Ressourcenausbeutung im besetzten Gebiet", https://terredeshommesschweiz.ch/was-wir-tun/kampagnen/westsahara-kampagne/ressourcenausbeutung-im-besetzten-gebiet/, February 16th, 2020

The Guardian (2015), "40 years of suffering for Sahrawi refugees from Western Sahara", https://www.theguardian.com/world/2015/nov/04/40-years-of-suffering-for-sahrawi-refugees-from-western-sahara, February 16th, 2020

Wagner, Fabian (2016), "Dirty Clean Energy: Is Morocco's Renewable Energy from Western Sahara Really 'Green'?", *Green European Journal*, https://www.greeneuropeanjournal.eu/dirty-clean-energy-is-moroccos-renewable-energy-from-western-sahara-really-green/, February 16th, 2020

Western Sahara Resource Watch (2018), "P for Plunder: Morocco's exports of phosphate from occupied Western Sahara", *WSWR Report*, https://wsrw.org/files/dated/2018-04-24/pforplunder_2017.pdf

Woodson, Alex (2019), "Global Ethics Weekly: The Situation in Western Sahara, with Ambassador Sidi Omar", *Carnegie Council for Ethics in International Affairs*, https://www.carnegiecouncil.org/studio/multimedia/20190207-global-ethics-weekly-situation-in-western-sahara-sidi-omar, February 16th, 2019

Zeit Online (2018), „EU-Fischereiabkommen mit Marokko droht das Aus", *Zeit Online*, https://www.zeit.de/politik/ausland/2018-01/westsahara-konflikt-fischereiabkommen-eu-marokko, February 16th, 2019

11

6.2 Global Supply Chain Case

European Commission (2016), "Together Against Trafficking in Human Beings: Council Conclusions On Business And Human Rights Foreign Affairs Council", *European Commission*, https://ec.europa.eu/anti-trafficking/publications/council-conclusions-business-and-human-rights-foreign-affairs-council_en, February 19th, 2019

Gallagher, Anne T. & Ezeilo, Joy Ngozi (2015), "The UN Special Rapporteur on Trafficking: A Turbulent Decade in Review", *Human Rights Quarterly*, 37(4):913-940, https://www.researchgate.net/publication/287157196_The_UN_Special_Rapporteur_on_Trafficking_A_Turbulent_Decade_in_Review, February 19th, 2019

ILO, OECD, IOM, UNICEF (2019), "Ending child labour, forced labour and human trafficking in global supply chains", *International Labour Organization, Organisation for Economic Co-operation and Development, International Organization for Migration, and United Nations Children's Fund*, https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---ipec/documents/publication/wcms_716930.pdf, February 19th, 2019

Misra, Neha (2013), "Human Trafficking: A Big Business Built on Forced Labor", *HUFFPOST*, https://www.huffpost.com/entry/human-trafficking-a-big-b_b_2602398?guccounter=1&guce_referrer=aHR0cHM6Ly93d3cuZWNvc2lhLm9yZy9zZWFyY2g_cT1odW1hbit0cmFmZmlja2luZZytpbitidXNpbmNmYWRrb249b3BlbNlYXJjaA&guce_referrer_sig=AQAAAFgiCC8Tx0e5L9BQxJae5f_UMJE7ATJf8q28fsQRkHdqE8HfEAFcR9x_YlgXk9x21Tl_AHdHE8pfbLtKvFXjgC8xlu6VpV41Zt1MjhCzcJNi5sGmGZFUEHlyfoy8NBAm1FHT7p73RbnpWMo0Ok3B9Eztc0ysqQEpV9tuMxU-oNRb, February 19th, 2019

UN.GIFT (2010), "Human Trafficking and Business: Good Practices to Prevent and Combat Human Trafficking", *United Nations Global Initiative to Fight Human Trafficking*, https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---declaration/documents/publication/wcms_142722.pdf, February 19th, 2019

12

75

6.3 Post-Growth Case

Büchs, Milena & Koch, Max (2019), "Challenges for the degrowth transition: The debate about wellbeing", *Futures*, vol. 105, 155-165, https://www.sciencedirect.com/science/article/pii/S0016328718300715

CNBC (2018), "What is the circular economy? | CNBC Explains", *CNBC International*, https://www.youtube.com/watch?v=__0Spwj8DkM, February 20th, 2019

Fischer, Liliann; Hasell, Joe; Proctor, J. Christopher; Uwakwe, David Zach; Perkins, Ward; Watson, Catriona (2017), *Rethinking Economics: An Introduction to pluralist economics*, Routledge UK

Hickel, Jason (2018), "Is it time for a post-growth economy?", *Al Jazeera*, https://www.aljazeera.com/indepth/opinion/time-post-growth-economy-180715141049984.html, February 20th, 2019

Jackson, Tim (2017), *Prosperity without Growth: Foundations for the Economy of Tomorrow*, second edition, Routledge UK

Jackson, Tim (2017), "Tim Jackson über sein Buch Wohlstand ohne Wachstum - das Update", *Heinrich-Böll-Stiftung*, https://www.youtube.com/watch?v=V03ylNKkH9U, February 20th, 2019

Jackson, Tim (2017), "The answer to capitalism's ills? Post-growth", *Handelsblatt Global*, https://www.youtube.com/watch?v=ZZNvtl4FJYY, February 20th, 2019

Kliemann, Christiane (2014), "Can companies do better by doing less?", *The Guardian*, https://www.theguardian.com/sustainable-business/2014/aug/01/companies-degrowth-sustainable-business-doing-less, February 20th, 2019

Laurent, Melanie & DION, CYRIL (2017), *Tomorrow: Take Concrete Steps to a Sustainable Future*, Under The Milky Way, https://www.tomorrow-documentary.com/

Raworth, Kate (2018), "A healthy economy should be designed to thrive, not grow | Kate Raworth", *TED*, https://www.youtube.com/watch?v=Rhcrbcg8HBw, February 20th, 2019

Roulet, Thomas & Bothello, Joel (2020), "Why "De-growth" Shouldn't Scare Businesses", *Harvard Business Review*, https://hbr.org/2020/02/why-de-growth-shouldnt-scare-businesses, February 20th, 2019

German Language

Jung, Tilo (2019), "Niko Paech über Post-Wachstums-Ökonomie, Barbarei & Nachhaltigkeit - Jung & Naiv: Folge 405", *Jung & Naiv*, https://www.youtube.com/watch?v=9DKN_GRzLUY February 20th, 2019

Rosa, Hartmut; Paech, Niko; Habermann, Friederike; Haug, Frigga; Wittmann, Felix; Kirschenmann, Lena (2013), *Zeitwohlstand. Wie wir anders arbeiten, nachhaltig wirtschaften und besser leben*, München, oekom verlag

13

Appendix B – Online Discussion Guidelines for each Case Study

International Business for Peace
Special Assignment for Advanced Bus. English/Business Communication
Prof. Beldarrain/Summer 2020

ZOOM DISCUSSION GUIDELINE

TOPIC 1:
International Business in Conflict Territories

Zoom Discussion Goals

- Open-mindedness and critical thinking
- Active listening, avoiding judgement
- Enhancing collaboration among all participants, leveraging the diverse bundles of knowledge
- Sharing different perspectives on topics that impact international business.
- Reflecting on own views and future role in IB.

Instructions before the session

Please prepare your answers before the virtual session and be ready to share them with your colleagues in the breakout room. Hint: Have this document open on your laptop or printed out so you can easily follow the instructions and the questions. Feel free to use this document as a template for brainstorm/type your answers.

Instructions during the session

To get started, you should take turns providing the background information for your conflict and company case (Part 1) followed by more in-depth questions (Part 2). Try to address as many questions as possible. Use the insights gained to further improve your essay. Remember that there are no innately "wrong" responses. You will have 20 minutes in the breakout rooms. Please be mindful of the time! Prof. Beldarrain and Jasmina will visit each virtual room to see if you have questions and/or to briefly join the discussion. You should plan on spending 15 minutes on this part, followed by the summary. See below.

Select one person in the group to "share" their screen and choose "white board." This person will also write, at the end of the discussion, the main take-away from the discussion. The group must agree on what it is! Please keep it to 1-2 sentences. One person from the group will be the "speaker" and will share back this main take-away with the rest of the class when we are all back in the main room. You may save your team´s whiteboard to your own laptop. If the technology fails for any reason, then just improvise. Flexibility is key.
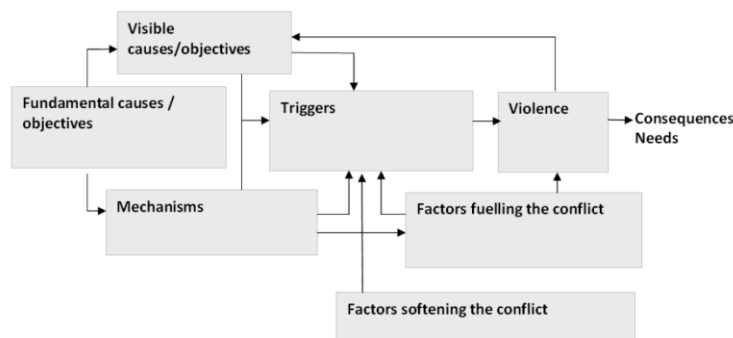
Instructions after the session

Each group speaker will briefly share his/her team´s main take-away. You may have more than one, but we only have time to share one per group.

1

Guiding Discussion Structure and Questions
Part 1:

Brief presentation round: every participant presents his/her conflict & company case

⇨ Country: historical and cultural context, politics, key data concerning the conflict, forms of violence (direct, cultural, structural)
⇨ Company: operations in the country and links to the conflict
(e.g. natural resources, human right violations, company as peacebuilder or mediator)
⇨ Optionally map the conflict before the discussion so you can better understand the situation. This will help you write the essay as well.

```
Visible
causes/objectives

Fundamental causes /        Triggers        Violence        Consequences
objectives                                                   Needs

Mechanisms                          Factors fuelling the conflict

                        Factors softening the conflict
```

⇨ Optionally map a comprehensive stakeholder analysis before the discussion so you can better understand the situation. This will help you write the essay as well.
- actors: company, workers, politicians, suppliers/customers etc.
  categorize: (un-)armed, (non-)state, political, economic, social, environmental
- interest and position of each actor
- potential and resources of each actor to increase/decrease all forms of violence (direct, structural, cultural)

Part 2:

Questions for further reflection/discussion in the breakout rooms

1. Who is gaining and who is losing from business operations in the conflict territory?
2. Is there a legal framework in place? Does the company comply with it? Whose duty is it to ensure that human rights are respected and that business operations are ethical and sustainable? (e.g. politicians, local population, role of media, company itself)
3. Is it more important to maximize the benefit of the company, adhering to minimal standards determined by the applicable law? Or is it more important to leverage business operations for the greater good? What would either way imply?
4. Is there an international company that is helping to peacefully transform the conflict?
5. Using the information obtained hitherto: What is the role of international business in world peace?
6. Discuss about proactive versus reactive approaches in IB given your case examples.
7. Conclude with a personal reflection round: What did you personally learn from this so far? *What does this mean for myself and my future career in IB? Where does personal and business responsibility start and end?*
8. Write down open questions and/or remarks for Jasmina, if any

2

ZOOM DISCUSSION GUIDELINE

TOPIC 2:
Child Labour, Forced Labour and Human Trafficking in Global Supply Chains

Zoom Discussion Goals

- Open-mindedness and critical thinking
- Active listening, avoiding judgement
- Enhancing collaboration among all participants, leveraging the diverse bundles of knowledge
- Sharing different perspectives on topics that impact international business.
- Reflecting on own views and future role in IB.

Instructions before the session

Please prepare your answers before the virtual session and be ready to share them with your colleagues in the breakout room. Hint: Have this document open on your laptop or printed out so you can easily follow the instructions and the questions. Feel free to use this document as a template for brainstorm/type your answers.

Instructions during the session

To get started, you should take turns providing the background information for your company case and issue (child labour, forced labour, human trafficking) (Part 1) followed by more in-depth questions (Part 2). Try to address as many questions as possible. Use the insights gained to further improve your essay. Remember that there are no innately "wrong" responses. You will have 20 minutes in the breakout rooms. Please be mindful of the time! Prof. Beldarrain and Jasmina will visit each virtual room to see if you have questions and/or to briefly join the discussion. You should plan on spending 15 minutes on this part, followed by the summary. See below.

Select one person in the group to "share" their screen and choose "white board." This person will also write, at the end of the discussion, the main take-away from the discussion. The group must agree on what it is! Please keep it to 1-2 sentences. One person from the group will be the "speaker" and will share back this main take-away with the rest of the class when we are all back in the main room. You may save your team´s whiteboard to your own laptop. If the technology fails for any reason, then just improvise. Flexibility is key.

Instructions after the session

Each group speaker will briefly share his/her team´s main take-away. You may have more than one, but we only have time to share one per group.

1

Guiding Discussion Structure and Questions

Part 1:

Brief presentation round: every participant presents his/her company case

⇨ Country: historical and cultural context, politics, key data
⇨ Company: supply chain activities related to child labour, forced labour and human trafficking; direct, cultural, structural forms of violence
⇨ Optionally map the supply chain and the issues encountered at different stages and levels, e.g.:
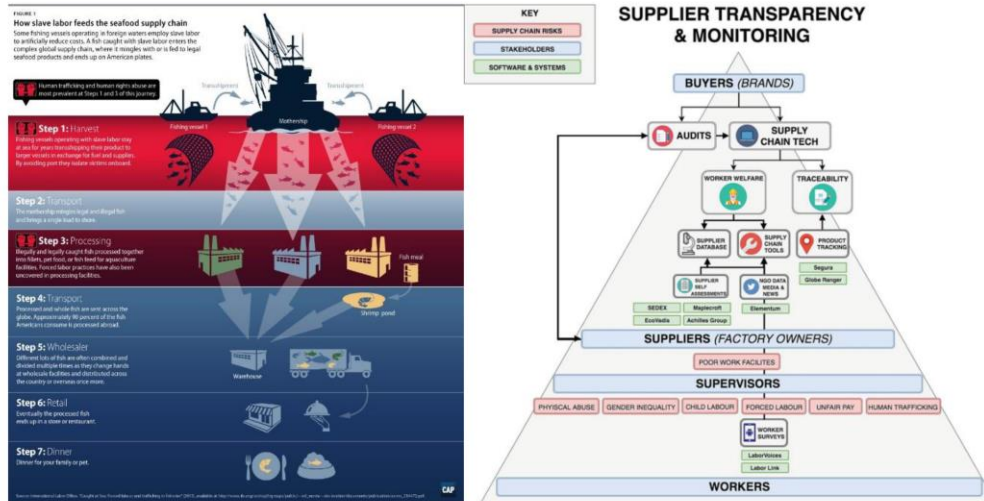
⇨ Optionally map a comprehensive stakeholder analysis before the discussion so you can better understand the situation. This will help you write the essay as well.
  ▪ actors: company, workers, politicians, suppliers, customers etc.
  ▪ interest and position of each actor
  ▪ potential and resources of each actor to increase/decrease all forms of violence (direct, structural, cultural)

Part 2:

Questions for further reflection/discussion in the breakout rooms

1. Who is gaining and who is losing from these supply chain activities?
2. Is there a legal framework in place? Does the company comply with it? Whose duty is it to ensure that human rights are respected and that business operations are ethical and sustainable? (e.g. politicians, local population, role of media, company itself)
3. Do you think increased supply chain transparency is important?
4. If so, how can the transparency of supply chains in your chosen case example be increased? Who plays which role in that? (business models, management systems and purchasing practices, multi-stakeholder initiatives)
5. Do you think self-regulation measures are effective?
6. Is it more important to maximize the benefit of the company, adhering to minimal standards determined by the applicable law? Or is it more important to leverage business operations for the greater good? What would either way imply?
7. Using the information obtained hitherto: What is the role of international business in world peace?
8. Discuss about proactive versus reactive approaches in IB given your case examples.

2

ZOOM DISCUSSION GUIDELINE

TOPIC 3:
A Regenerative and Distributive Design for International Business in the Post-Growth era:
Generating Multiple Forms of Value

Zoom Discussion Goals

- Open-mindedness and critical thinking
- Active listening, avoiding judgement
- Enhancing collaboration among all participants, leveraging the diverse bundles of knowledge
- Sharing different perspectives on topics that impact international business.
- Reflecting on own views and future role in IB.

Instructions before the session
Please prepare your answers before the virtual session and be ready to share them with your colleagues in the breakout room. Hint: Have this document open on your laptop or printed out so you can easily follow the instructions and the questions. Feel free to use this document as a template for brainstorm/type your answers.

Instructions during the session

To get started, you should take turns providing the background information on your research focus and current findings (Part 1) followed by more in-depth questions (Part 2). Try to address as many questions as possible. Use the insights gained to further improve your essay. Remember that there are no innately "wrong" responses. You will have 20 minutes in the breakout rooms. Please be mindful of the time! Prof. Beldarrain and Jasmina will visit each virtual room to see if you have questions and/or to briefly join the discussion. You should plan on spending 15 minutes on this part, followed by the summary. See below.

Select one person in the group to "share" their screen and choose "white board." This person will also write, at the end of the discussion, the main take-away from the discussion. The group must agree on what it is! Please keep it to 1-2 sentences. One person from the group will be the "speaker" and will share back this main take-away with the rest of the class when we are all back in the main room. You may save your team´s whiteboard to your own laptop. If the technology fails for any reason, then just improvise. Flexibility is key.

Instructions after the session

Each group speaker will briefly share his/her team´s main take-away. You may have more than one, but we only have time to share one per group.

1

Guiding Discussion Structure and Questions
Part 1:

Brief presentation round: every participant presents his/her research question

- ⇨ Definition: What is *degrowth* or *postgrowth* and which (academic/governmental) (online) sources do I base my definition and research on?
- ⇨ Research Question: What am I going to research about? What did I find out so far?
- ⇨ Optionally map your current state of research: pro and cons of degrowth; opportunities and threats; transformations needed in society, politics etc.
  → make it specific to your research question
- ⇨ Optionally map a stakeholder analysis before the discussion so you can better understand the situation. This will help you write the essay as well.
    - ▪ actors: companies, governments and politicians, society, academics
      (depends on research question)
    - ▪ interest and position of each actor
    - ▪ potential and resources of each actor in contributing towards a more regenerative, solidary economy/business operations

Part 2:

Questions for further reflection/discussion in the breakout rooms

1. What does economic degrowth imply for our society, politics, education, culture, environment and other areas of human life? How can we tackle a transformation towards a post-growth-economy from a holistic angle?
2. Is economic degrowth possible within an economic model/system based on competition?
3. Is economic degrowth possible while ensuring prosperity/human well-being?
4. Who is gaining and who is losing from economic degrowth?
5. Are there any current legal frameworks in place that support economic degrowth?
6. Did you find any company statements concerning the post-growth-era?
7. Is it more important to maximize the benefit of the company, adhering to minimal environmental standards determined by the applicable law? Or is it more important to leverage business operations for the greater good? What would either way imply?
8. Using the information obtained hitherto: What is the role of international business in world peace (according to peace studies, the term "peace" includes sustainability and ecological regeneration)?
9. Discuss about proactive versus reactive approaches in IB given your case examples.
10. Conclude with a personal reflection round: What did you personally learn from this so far? *What does this mean for myself and my future career in IB? Where does personal and business responsibility start and end?*
11. Write down open questions and/or remarks for Jasmina, if any

Appendix C – Illustrative Example of the Student Support Provided

M Gmail   Jasmina Schroff <jasmina.schroff@gmail.com>

International Business for Peace Assignment

Jasmina Schroff <jasmina.schroff@gmail.com>   14 May 2020 at 16:52
To:[████████████████]@student.reutlingen-university.de>

Dear[████],

By now, I read through your final essay and wish to **congratulate you on your excellent work**! :-)

Please find below are a couple of thoughts and reflections from my side.
What I particularly liked:
- structure & headlines
- variety of & trustworthy sources
- content:
* background research: history, geography, politics etc.
* detailed explanation of the complexity of issues: human rights abuses, child labour, child soldiers, sexual abuse, negative health effects, environmental pollution
* linking background research & current constellation of factors to the global supply chains (& thus to us as consumers)
* variety of past & current solution approaches (including MONUSCO and EPRM): highlighting respective advantages & constraints (e.g. laws not applicable in Asia) and including the perspective of companies (producers) and consumers
* conclusion: focus on awareness raising & emphasis on the importance to act
- form:
* juxtapositions along the essay to emphasize certain aspects
* very good choice of words

All in all, you have done an excellent job with solid, well-grounded research, with a clear, concise structure and with a sophisticated, yet understandable way of presenting your main ideas and arguments. Especially considering your scope and timeframe, it could not have been better.

For future academic and professional activities, I would like to equip you with some **food for thought:**
- How, where, when, by whom can we achieve lasting changes? What could be the incentive for politicians, companies and individuals to act?
- Do legal changes and corresponding mechanisms to ensure the compliance with the laws (p. 11 and 12 of your essay) also require cultural, (macro-)economic, political and/or business (model) changes? How are these changes interrelated?
- e.g. political: Which role do the European Partnership Agreements (EPAs) between the EU and the AU play in the local economy of the DRC?
- e.g. business model: How is the consumption of mainly used and refurbished phones (p. 12 of your essay) compatible with an economic system based on profits, financial KPIs (business level) and GDP growth (country level)?
- e.g. culture: Are we going to consume less or more sustainably as long as new phones and TVs are considered to be cool, while old products are "hippie"/"not cool"? Does a change in business (models) also require a change in mindset and culture?
- Even if we achieve and adhere to new legal standards, produce less and consume less; what happens to the people in the DRC (and other countries), who are (as of today) dependent on our global economic system, i.e. on their income from working in the mines (even if the conditions are dangerous and horrible)? The kids (you mentioned 7-year-old children) are growing up learning only how to mine (in your example). They don't know about agriculture, let alone have the land to cultivate their own food. How could they make a living if we stopped child labour, child soldiers etc? How did the local population live before being colonized? What is their opinion on their way of life today?

In a nutshell, these questions aim at asking about how the future could look like. We tend to be quick at denouncing current issues, but what are viable alternatives? I am aware of the complexity of the issues and questions raised. There is no one answer, but it is always good to start thinking and to look at the bigger picture, if we aspire to jointly create a better tomorrow. :-)
Lastly, I wish to emphasize, that there are many factors we, as individuals, cannot change. Likewise, there are many factors, we CAN change. We can write an article for our local newspaper about these topics, talk to our friends and families, change our consumption patterns, implement changes in our working environment, become active in local politics and stay creative. **So, let's start by focusing on what we can do! :-)**

Thank you again for all your time and efforts.

I wish you all the best for your personal and professional future.

Warm regards,
Jasmina
█████████████

84

Declaration of Authorship

I hereby declare that I have written this thesis myself and used no other sources or resources than those indicated, have clearly marked verbatim quotations as such, and clearly indicated the source of all paraphrased references, and have observed the regulations of the International Master in Peace, Conflict and Development Studies of Universitat Jaume I.

Neither this thesis nor any part of this thesis is part of any other material presented for examination at this or any other institution.

Merklingen, October 14th, 2020

Jasmina Schroff