PRME Chapter MENA

Taskforce Terms of Agreement

November 2022
1. Temporary Taskforces

Temporary taskforces may be established by the SC to address specific tasks or issues and may be made up from Signatory institutions but also from external partner organizations, under the following principles:

- the SC will provide direction and guidance to taskforces by issuing a Terms of Reference (ToR)
- the SC may each nominate officers to lead and/or participate in working groups
- non-member organizations may participate in taskforces at the invitation of the SC.
- taskforces are normally accountable to the SC

1.1 Terms of Reference

This document provides a framework for Taskforce subcommittee engagement and projects. However, each Taskforce is empowered to identify activities that suit its unique objectives in line with PRME priorities and in support of the SDGs.

1.1.1 Roles and Responsibilities of Taskforce Heads

- To lead in knowledge sharing, learning and peer-to-peer support within and across the taskforce subcommittee (i.e., collaborate on relevant projects, initiative and events).
- To update the Chapter Chair of any Taskforce developments by December of each year. Taskforce Heads are expected to submit:
  i. A summary of the activities that the Taskforce conducted that year.
  ii. An activity plan for the following year.
- To ensuring appropriate representation of the Chapter in the public domain through appropriate outreach activities

1.1.2 Term of Office of Taskforce Head

- The Taskforce Head is either chosen by the SC Chair or self nominates to head a Taskforce sub committee

1.1.3 Termination of office may take place under any of the following circumstances:

- The Taskforce Head resigns their office by written notice to the Chapter Chair
- The Taskforce Head is absent from SC meetings without leave and the SC members resolve by majority vote that the office may be vacated
- The Taskforce Head is declared by the SC and Chapter members to have failed to fulfil or be incapable of fulfilling their proper functions as Taskforce Head, as evidenced by the outcome of the Annual Review.
Currently, we have the following Taskforce Heads:

1. **Head of curriculum (Islam)**
   to develop a unique approach to teaching business and management students about PRME led initiatives

2. **Head of faculty development- i5 Lego Project (Jeremy)**
   to develop teaching methods and content to help academics acquire more sustainability minded pedagogy

3. **Head of Research (Agata)**
   to develop more MENA centric PRME focused research

4. **Leading Heads of Country**
   to increase PRME awareness in local business schools, engage new and existing Signatories, recruit prospective Signatories, re-engage non-communicating Signatories, follow up on PRME payment fees, and support the Secretariat with contact database management. Current Leading Heads of Country are:
   
   Bahrain (Hessa)
   Saudi Arabia (Yussra)
   Kuwait (Shihanah)
   Lebanon (Yusuf)

5. **UN GC network liaison (John Katsos)**
   To liaison between the PRME MENA Chapter and the UNGC network.

Current Office Roles in the PRME MENA Chapter are the following:

**Chair (Yaprak)**
The Chair is responsible for the leadership and facilitation of SC activities and carries out a key strategic leadership and representation role for the Chapter.

**Vice Chair (Shihanah)**
The vice chair will assist the Chair in the fulfilment of the Chair’s duties. In the event of the absence or disability of the Chair, the Vice Chair shall perform all the duties of the Chair.

**Chapter Secretariat (Nada)**
The role of the Secretariat of the Chapter is to facilitate and support the SC and Chapter Signatories in the achievement of their objectives, through provision of a range of support services.

**Chapter Treasury (Vacant)**
The Chapter Treasurer will oversee the management of the financial affairs of the Chapter.

PRME Global currently has the following Working Groups which can be integrated into the SC Taskforces:

**Poverty**, a Challenge for Management Education – to integrate poverty related discussions into all levels of management education.
Anti-Corruption in Curriculum Change – to develop a unique approach to teaching business and management students about anti-corruption and good governance issues.

Gender Equality – to provide support and resources for integrating gender issues and awareness into management education, curricula and related research

Business for Peace – to address the gap in management education in the area of business for peace and to build on the work of the UN Global Compact’s B4P platform.

Business and Human Rights – to engage both business schools and corporations on a range of projects, providing forum for dialogue and action of human rights issues.

Climate Change and Environment – to engage business schools, business and society in protecting the environment and improving resilience.

Developing a Sustainability Mindset – to bring the elements of a sustainability mindset into business schools by developing new ways of thinking, teaching methods and content that can accelerate a sustainability mindset across cultures.