

# PRME

## ANNUAL REPORT

### 2022





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# LOOKING BACK: PRME IN 2022

**“When students are agents in their learning, they are more likely to have ‘learned how to learn’ – an invaluable skill that they can use throughout their lives.”**

OECD (2019)

It is with much pride that I look back at another year, having had the privilege of leading PRME as an initiative of the UN Global Compact and as the United Nations' largest organized initiative on responsible management education through 2022.

For the 2022 PRME Annual Report, I want to center the above quote from OECD. The idea of student agency is at the core of the PRME community's identity. A recent OECD Report highlights the importance of student agency defines student agency as 'the capacity to set a goal, reflect and act responsibly to effect change. It is about acting rather than being acted upon; shaping rather than being shaped; and making responsible decisions and choices rather than accepting those determined by others.' (OECD, 2019) The OECD Report refers to studies that show how students, when they are agents in their learning and they play an active part in what they learn and how they learn, they show not only greater motivation and wish to pursue the objectives for their learning, they become better at 'learning how to learn'. The PRME community has again in 2022 accelerated efforts to develop pedagogical skills among faculty with the purpose of developing those skills in the business leaders that the world needs and the PRME (i5) project is central for this ambition. And I am delighted to say that PRME is not alone on this journey. We work with many partners toward the same goal, including business school accreditations, media rankings, university associations, and business and academic communities at large.

In 2022, PRME consolidated its strategy based on our four pillars of transformational change for leadership development towards the Sustainable Development Goals: (1) curriculum change, (2) skillset development, (3) practical relevance and (4) global impact. The four pillars draw on longstanding learning frameworks in academia of Knowing (curriculum change), Being (skillset development), Doing (practical relevance) with PRME adding a fourth dimension concerned with Relating (global impact).

During 2022, we advanced existing PRME projects globally and locally, developed new projects, and planned for future action in each of the four pillars. We have organized the Annual Report 2022 around these four pillars, and while space does not allow us to show all the details of the extraordinary achievements of the PRME community, you will find a few outstanding examples in this report.

In conclusion, I want to sincerely thank the thousands of PRME supporters in PRME's 865 signatory schools and universities all over the world: deans, faculty, administrators and students. Thank you so very much for your generous dedication and many, many hours of work, while insisting on making the PRME global movement and our mission to transform management education towards the SDGs happen in both words and action.

2022 was another year that accentuated how the world is in need of responsible leaders who not only have the knowledge to address the grand challenges of today but also the skills to learn how to address the new challenges of tomorrow. With our partners, the PRME community, Chapters, Working Groups, Champions, PRME Global Students, (i5) Programme, The PRME World Tour Team, the PRME Blog, the SIP Sub-Committee, the PRME Board and all the strong PRME supporters, have all demonstrated an extraordinary capacity and competence to transform management education towards the SDGs in 2022.

I hope you will all enjoy reading the 2022 Annual Report that aims to celebrate our progress.



**Dr. Mette Morsing**  
Head of PRME  
UN Global Compact  
New York

The year 2022 has reinforced old threats and presented new obstacles to human society and the planet. From rebuilding our lives and economies from COVID disruptions to avoiding geopolitical conflicts and pursuing dialogue over war, people and institutions had their values and practices tested again. The more evident intersectionality in the global challenges and the corresponding necessity of multi-sectoral solutions has influenced debates in political chambers, boardrooms, and classrooms. As multiple actors of our global society - governments, the private sector, and academia - confront themselves with short-term needs and long-term goals; education stands out as the driving force of various transformations our world needs.

It was no coincidence that education was the central theme of the 77th United Nations General Assembly this year. In its scope, the [Transforming Education Summit](#), convened by the UN Secretary-General, António Guterres, highlighted the urgency of remodeling education worldwide to advance the Sustainable Development Goals (SDG). The Summit's call was straightforward: a fast-paced society facing complex and diverse challenges demands more innovative and inclusive education, leaving no one behind.

Following this inexorable movement of transforming the world through a revamped education, 'leadership skillset gap' and 'upskilling' have become critical concepts in discussions around the future of work and society. The debate's growing relevance becomes evident when large international organizations like the United Nations Global Compact<sup>1</sup>, the International Labor Organization<sup>2</sup>, the World Economic Forum<sup>3</sup>, and leading consulting companies<sup>4</sup> focus their research efforts on identifying new sets of professional abilities that are indispensable in advancing markets and communities.

As a direct result of these trends, fostering upskilled leadership education has become one of the most preeminent factors for societal betterment, both economically and socially. Amplifying and improving responsible management education undoubtedly leads to a more ethical, creative, and efficient labor force which will, ultimately, drive organizational change and reshape institutions to integrate social and environmental impact into their strategy and decision-making. As the world's leading community for responsible management education, PRME has, more than ever, a vital role in pushing this movement forward. Since I began to chair the PRME Board in 2020, I have had the privilege of following and contributing to the scaling-up process of our community in terms of relevance, resources, and programmatic development. I would like to take this opportunity to thank all PRME Board Members for their precious assistance in continuously improving PRME's strategy<sup>5</sup> over the past three years and rethinking its governance, identity, and growth. In 2022, several impactful projects were revamped and launched in our community due to the extraordinary efforts of the PRME Secretariat, Champions, Chapters, Working Groups, and Global Students. While reading this report will provide more details on all these initiatives, please allow me to still mention a few that illustrate PRME's remarkable impact on faculty, students, and academic institutions. Consequently, these initiatives have increased PRME's relevance in the responsible management education ecosystem, global society, and the planet.

From a generous USD 6 million grant from the LEGO Foundation, and in partnership with Harvard University and Sulitest, PRME started [The Impactful Five \(i5\)](#) project. This three-year project for faculty development aims to provide thousands of worldwide professors with novel pedagogies toward SDG education, thus making sustainable development the norm for responsible management and leadership in business education.

With a multifaceted approach, PRME is working to better equip professors to innovatively teach new skills in the classroom while also focusing on student leadership by fostering [PRME Global Students \(PGS\)](#) and providing opportunities for student agency in sustainability contexts. By combatting 'business as usual' from both angles, management education and the future of business are truly transformed.

2022 was also marked by substantial improvements in our community engagement at the institutional and strategic levels. In June, PRME hosted another successful [PRME Global Forum](#), which brought together hundreds of community members and partners to shape the global debate around responsible management education. In August, PRME signed a contract for a USD 1 million grant from the Economics of Mutuality (EoM) Foundation to finance the PRME Commons: an open-sourced digital platform for global knowledge exchange about responsible management education and research. Finally, at the strategic level, PRME finalized its Strategic Action Coordination process, facilitated by VIVA Idea and based on 18 months of interviews and workshops with PRME Chapters and the PRME Secretariat.

The evidence of leadership education in the spotlight of global transformations, coupled with all the recent significant PRME achievements, makes me confident that our community is strongly progressing toward our goals. And there is much more to come in 2023 as the world reaches the middle point of the United Nations' 2030 Agenda.



**Ilian Mihov**  
Chair, PRME Board  
Dean, INSEAD

<sup>1</sup> 12th UN Global Compact-Accenture CEO Study. Available at: <https://info.unglobalcompact.org/ceo-study>

<sup>2</sup> Map of ILO intervention on Skills Development and Lifelong Learning. Available at: [https://www.ilo.org/skills/WCMS\\_806039/lang--en/index.htm](https://www.ilo.org/skills/WCMS_806039/lang--en/index.htm)

<sup>3</sup> Upskilling for Shared Prosperity. Available at: [https://www3.weforum.org/docs/WEF\\_Upskilling\\_for\\_Shared\\_Prosperty\\_2021.pdf](https://www3.weforum.org/docs/WEF_Upskilling_for_Shared_Prosperty_2021.pdf)  
Catalysing Education 4.0 Investing in the Future of Learning for a Human-Centric Recovery. Available at: [https://www3.weforum.org/docs/WEF\\_Catalysing\\_Education\\_4.0\\_2022.pdf](https://www3.weforum.org/docs/WEF_Catalysing_Education_4.0_2022.pdf)

<sup>4</sup> Defining the skills citizens will need in the future world of work. Available at: <https://www.mckinsey.com/~/media/mckinsey/industries/public%20and%20social%20sector/our%20insights/defining%20the%20skills%20citizens%20will%20need%20in%20the%20future%20world%20of%20work/defining-the-skills-citizens-will-need-in-the-future-of-work-final.pdf?shouldIndex=false>

<sup>5</sup> PRME Board and Strategy. Available at: <https://d30mzt1bxg5lt.cloudfront.net/public/uploads/PDFs/PRME-Board-and-Strategy.pdf>

# RESPONSE TO UKRAINE

As the war in Ukraine broke out in February 2022, the PRME community, in particular the Central and Eastern Europe region, stepped into action to support Ukrainian peers both personally and professionally. On 26 February, the PRME Secretariat published a statement to the global community expressing solidarity with Ukrainian colleagues in consultation with PRME colleagues closest to the situation in Central and Eastern Europe. The full statement is below and was updated to reflect the UN General Assembly Resolution on 2 March 2022.

**The community of PRME expresses its deep solidarity with all Ukrainian citizens and everyone who lives in Ukraine amid the current situation.**

**Among the crucial values we promote and implement in the PRME community are respect, responsibility, and cooperation. The present military offense is against the values we follow and represent. We are against violence of any kind. We call for a ceasefire and encourage the search for solutions in a socially responsible, civilized way with respect for human rights.**

**We express our solidarity and support for our Ukrainian friends. We strongly condemn the attack on their sovereignty and livelihoods by the Russian government, in accordance with the most recent Resolution passed by the UN General Assembly on 2 March 2022.**

**You can read UN Secretary-General Antonio Guterres's initial statement [here](#) and the outcome of the Resolution [here](#).**

If you have any resources related to support for the Ukrainian academic community, or otherwise, please submit them here: [ukrainecrisisresponse@unprme.org](mailto:ukrainecrisisresponse@unprme.org)

Following the statement, here are the actions that we took at the PRME Secretariat:

- We reached out to Signatories in Ukraine to offer our support and condolences, and have alleviated all financial and reporting requirements for Ukrainian Signatories for the time being.
- On 11 March, key members of the PRME community who were spearheading the crucial conversations on this topic met to set in motion a one to two page call-to-action resource for the community.
- On 25 March, PRME published a community-driven document titled [PRME Call-to-Action for Ukraine](#), calling on all PRME Signatory Members and academia as a whole to take action in the wake of the war in Ukraine. The document includes a timeline of PRME's response as well as a list of resources, including places to donate, statements from partners, and existing networks which directly support Ukrainian students and scholars. Sincere thanks to colleagues across the globe for the invaluable contributions to this document. The Call-to-Action also served as an invitation to all PRME Signatories to report to PRME on useful examples of institutional or individual responses to this crisis. An email was set up to collect submissions: [ukrainecrisisresponse@unprme.org](mailto:ukrainecrisisresponse@unprme.org).

PRME continues to follow the situation closely and remains in consultation with the UN Global Compact Integrity Team, treating relationships with Signatory Members in Russia on a case-by-case basis.

## PURPOSE OF THE CALL-TO-ACTION



### PRME Chapter Central and Eastern Europe

PRME Chapter CEE approached the PRME Secretariat in the initial days of Russia's invasion of Ukraine to advocate for making an early and decisive statement against the aggression. Together with the Secretariat, the Chapter developed a global communication and published it on the PRME website on 26 February 2022. Additionally, Chapter CEE leadership were active in providing space to hear from and support Ukrainian Signatory Members as well as generous personal support. By the end of March 2022, PRME Secretariat, with the ongoing support of Chapter CEE and partner consultations, had published a Call-to-Action, including a list of consolidated resources, for the business school community to support Ukrainian scholars through various means.

### PRME Working Group on Business for Peace

Our working group continued to welcome guest speakers to present their work and contributions to knowledge creation. The two most cutting-edge topics included a webinar that presented the need to discuss whether there should be an 11th peace principle added to the UN Global Compact principles and another that presented the gendered consequences of the war in Ukraine and whether there will be a place for women in the post-war economic recovery of the country.

## 2023 OUTLOOK

When reflecting on the global climate crisis during COP27, UN Secretary-General Antonio Guterres said, "The good news is that we know what to do and we have the financial and technological tools to get the job done. It is time for nations to come together for implementation. It is time for international solidarity across the board." Guterres is specifically calling on global communities who guarantee a safe space for 'environmental defenders' to contribute collectively to a climate response. PRME is indeed such a global community.

In 2023, the PRME Secretariat will make an extra effort to focus on how business schools respond to climate change. For decades, The engineering and natural sciences have developed educational programs to teach their students about climate change. Business schools have just started this journey. Some PRME Signatories have individually committed to engaging even more in climate change education and others have done so in alliances, for example 'BS4CL' in Europe during COP26 and 'BS4CL Africa' during COP27). In 2023, the PRME Secretariat will support more initiatives and knowledge exchange on climate action for business schools.

Focus on climate leadership:

- Focus on Climate Action at PRME Global Forum 2023
- 'Climate Action Guidelines for Business Schools' to be launched at PRME Global Forum 2023
- 'BS4CL MENA' Business Schools for Climate Leadership to be launched by PRME Chapter Middle East during COP28 in Dubai
- SIP Reporting will encourage accounting for exchanging knowledge on climate change in business school education, research and operations

Significantly, 2023 will also be the year for exciting beginning of the revised PRME SIP Reporting that will start with a number of 'Early Adopters' testing the new SIP Survey. This will mark the beginning of PRME developing the PRME Commons, a digital infrastructure that will enable global knowledge

sharing on education, research, partnerships and operations for business schools related to the PRME Principles. The PCP is generously sponsored by the Economics of Mutuality Foundation (EoM) as a three-year project.

In 2023 the PRME Board will support a 'Light Review of the PRME Principles'. The six Principles were formulated fifteen years ago and while the world has changed a lot since then, we do not envision a transformational change of the Principles but more of a 'check-in' and update. From January until June, a Principles Taskforce will oversee a consultative process including the community, and present the revised Principles at the PRME Global Forum in June.

The coming year will also offer a review of the governance and value proposition of the PRME Champions and the Working Groups. Over the past two years, a significant review of the governance of the PRME Chapters has led to a remarkable strengthening of their development.

Last but not least, 2023 will further strengthen and scale the comprehensive (i5) program with a focus on pedagogies in business schools and faculty skillset development to advance our students' transversal skills toward the SDGs. The global support from all PRME Chapters to the (i5) programme has been amazing and I am thrilled to see the programme develop into 2023.

This next year will be one of solidifying our revised governance model, supporting the new PRME Chapters to grow, attracting new PRME Board members, completing the first round of PRME Chapter Reviews, completing the comprehensive Strategic Action Coordination Process, embellishing the Champions SDG Blueprint, making a Working Group Review, finalizing the important SIP Impact review, enacting the 'PRME-AACSB Deans in Action' program, bolstering the PRME Blog, and taking the PRME (i5) Leadership Education Programme to new, global heights.. Across all these activities, the main focus will be on articulating the PRME Value Proposition more profoundly.

PRME's development over the past year truly shows what we can achieve together when we decide to collaborate in pursuit of a common goal. I want to thank you all for an adventurous, challenging and super-progressive 2022. This past year brought PRME to new heights while remaining firmly grounded in our community's continued and strengthened efforts to make PRME one of the most important global business school networks to advance the Sustainable Development Goals, and to set a global tone for responsible management education in the UN's Decade of Action.

While we still have a lot of work ahead of us, I am very optimistic about our future journey and I am excited to enter 2023 with such a dedicated community. I very much look forward to working with all of you throughout 2023.



**Mette Morsing**  
Head of PRME  
UN Global Compact  
New York



## INTRODUCTION

### WHAT ARE THE FOUR PRME PILLARS OF TRANSFORMATIONAL CHANGE FOR LEADERSHIP DEVELOPMENT TOWARD THE SUSTAINABLE DEVELOPMENT GOALS?

#### CURRICULUM CHANGE

Curriculum Change is concerned with reviewing and renewing existing business school curricula by integrating SDGs, with a goal of rethinking what successful business and leadership are. Much of the business school curriculum still emphasizes short-term thinking and profit-maximization for shareholders as the main and only purpose of business. PRME encourages business schools to review their curriculum with inspiration from systems-thinking and the shared ambition of improving business societal impact, while drawing on new practices such as the purpose-driven business and novel theoretical frameworks such as the Economics of Mutuality. PRME's Blueprint on SDG Integration in Business Schools is an excellent compilation of ways that the PRME community is pushing business school curricula to its next level.

#### SKILLSET DEVELOPMENT

Skillset Development is concerned with the difference between the skills needed by businesses to create the world we want and the skills currently developed in business schools. Many business school professors are trained to 'pro'fess', i.e. preparing high-level knowledge-packed lectures delivered from the professor without interruptions except perhaps a few clarifying questions from students towards the end. Much research has evidenced that 'pro'fessing' is not the best way to create those reflective learners that business needs to generate novel knowledge to address the world's 'wicked problems'. In the recent Future of Jobs Report by the World Economic Forum, employers specifically highlight a need for skills in self-management, such as active learning, complex cross-disciplinary problem-solving, resilience, stress tolerance and flexibility. In a world plagued

by global 'wicked problems' such as climate change and rising inequalities, where there are no predefined solutions, leaders with not only knowledge but also the necessary skills to learn, set goals in new complex situations, critically reflect, and act responsibly are in high demand. In 2022, PRME officially launched the (i5) program, one of the world's largest programs for the development of pedagogical skills for business school faculty. The program is generously sponsored by the LEGO Foundation. I am proud to report dedicated global participation from the PRME community and all of our global regional chapters. Global accreditation associations, rankings, and media are informing and inspiring us on this important journey.

#### PRACTICAL RELEVANCE

Practical Relevance addresses the challenge of ensuring ongoing relevance with a practical orientation to the SDGs in theories, frameworks, and challenges presented to students in the classroom. Many students report that cases and problems discussed are not considered relevant for the current time or geography. Many faculty members are not trained to integrate SDG-related topics into their core discipline, leading to a need for training and incentives for faculty to do so. Practical relevance can be incentivized and institutionalized in collaboration with partners such as accreditation associations and business school rankings. In 2022, PRME Chapter Africa launched BS4CL Africa: Business Schools for Climate Leadership, to address the high demand for knowledge about climate change in the business world and its undervaluation in business school education. During COP 27, six PRME business schools from different regions of Africa committed to developing teaching on climate and the environment with an emphasis on practical relevance for their students.

#### GLOBAL IMPACT

Global Impact addresses how business schools account for our impact on the world. Our colleagues in engineering and natural sciences have mastered impressive narratives about their impact on the world, but business schools still have work to do in making the world understand our impact. For example, UNESCO statistics show that 1 in 3 bachelor and master degrees granted each year by higher education institutions worldwide are in management, economics, law, and business, making it the most popular field of study with nearly 70 million students. Therefore, what we teach, how we teach, and the challenges and aspirations we present in the classroom hold significant weight in defining successful business and leadership. Business school education holds a great responsibility in providing the world with the leadership talent needed to make business a force

for positive change. PRME is currently reviewing the PRME Sharing Information on Progress (SIP) Reports and in 2022, we received a generous donation from the Economics of Mutuality Foundation (EoM) to advance the collective action and narrative about business schools' impact on the world. Based on this grant, we took the first steps in 2022 to develop the PRME Commons, a digital platform that will utilize Artificial Intelligence and focus on education, research, operations, and partnerships for business schools to share knowledge and account for their individual and shared impact.

These four pillars reflect the workings of the Six Principles for Responsible Management Education and this report has been organized as such.



# CURRICULUM CHANGE



In today's rapidly evolving world, the need for responsible management education and leadership has become increasingly evident. As we face various global challenges, such as climate change, poverty, inequality, and social injustice, it is crucial to equip future leaders with the knowledge and skills to address these issues effectively. The United Nations Sustainable Development Goals (SDGs) provide a comprehensive framework for creating a more sustainable and equitable world. Therefore, incorporating the SDGs into the curriculum is an essential step towards nurturing responsible leaders who can contribute meaningfully to achieving these goals.

Curriculum change is crucial to cultivate responsible management education and leadership that contributes to the United Nations Sustainable Development Goals. By integrating the SDGs into the curriculum, educational institutions can foster a new generation of leaders who possess the skills, knowledge, and values to drive sustainable change in business practices and society at large. Embracing responsible management education is not only a moral imperative, but also a strategic investment in a more inclusive, equitable, and sustainable future.

## CHAMPIONS

The PRME Champions represent a group of dedicated business and management schools from across the PRME membership, committed to working collaboratively to develop and promote activities that address shared barriers faced by the PRME community, and which deliver value for business and society at large. Previous collaborations attributed to the PRME Champions include the Climate Literacy Training for Business Schools, the [Blueprint for SDG Integration](#), the [SDG Library](#), and more.

As a flagship PRME programme, the PRME Champions Programme provides faculty members, students and industry leaders with a space for developing and sharing collaborative educational methods. The Champions Programme also provides a 'living lab' for ambitious new ideas to develop the next generation of sustainability-driven business schools and management-related higher education institutions in support of the SDGs.

In a cycle extended by a year to make up for the challenges of 2020 and 2021, the PRME Champions continued to collaborate on sub-group projects and focused collectively on building the repository of Inspirational Guides for the SDG Blueprint in 2022. The Inspirational Guides are a series of examples from PRME Champion institutions to offer inspiration to the wider community on how to integrate the SDGs in the three areas of education (curriculum), research, and partnerships. In 2022, the Blueprint was disseminated widely as a key PRME resource for the community, being the central topic of a number of Chapter, Global Forum, and other workstream presentations.

In the past year, many Champion sub-group projects, including from previous cycles, continued to roll out and flourish, such as the Climate Literacy Training for Business Schools, which was developed by the group with leadership from Nottingham Trent University and collaboration from other stakeholders. In 2022, the SDG Library, another sub-group project born in the 2020-2022 PRME Champions cycle, was published for the community.

Dr. Laura Steele and Queen's Management University led an ad-hoc, capacity-building project directly aligned with the imperative of the Champions by creating a package of onboarding material to support PRME Chapters in onboarding new PRME leads into their roles at PRME Signatory institutions.



### Meeting In Person

On 26 and 27 September, the Champions for PRME met in-person for the first time since 2019 ahead of the 9th Responsible Management Education Research (RMER) Conference hosted by MCI | The Entrepreneurial School, in Innsbruck, Austria.

The meeting served as a face-to-face check-in, internal call-to-action, and space for inspiration before the Champions Programme moved into a review period and entered a new cycle. Sessions across the day and a half included workshops on the Blueprint for SDG Integration, engagement opportunities with the Impactful Five (i5) program, lessons for Champion sub-group projects, and the future desired impact of the Champions program.

## SDG LIBRARY

The SDG Library, a sub-group project developed by the 2020-2022 PRME Champions, is an open access resource of learning material on Sustainable Development Grand Challenges.

Seven PRME Champion schools cooperated to develop the SDG Library. The learning material is produced under the Creative Commons license CC BY-NC-SA 4.0 and is available on the PRME website, free to use for non-commercial purposes.

Each grand challenge – including the political polarisation of sustainability, design thinking for sustainability in agriculture, social inclusion, mental health and well being, and more – contains content modules that describe a central issue in relation to the grand challenge. The modules all follow a similar structure: Introduction to the topic, 2-3 videos or audio files, readings, a case study, a quiz and a group discussion.

While the Library is still under development, you can explore the modules and learn more by [visiting the SDG Library](#).



# BLUEPRINT FOR SDG INTEGRATION

Since 2020, the PRME Community has been building the **Blueprint for SDG Integration**, first developed by the 2018-2019 PRME Champions as part of their commitment and workstream. The Blueprint is an effort to support PRME signatories in their pursuits of the Sustainable Development Goals in an impactful way via their curriculum, research and partnerships.

The PRME Blueprint for SDG Integration aims to provide concepts and frameworks that support business schools as they integrate SDG in their own practices, considering their local and regional context, capabilities and organizational capacity.

During 2022, the document was the subject of different activities and workshops at a global level, becoming a relevant tool for signatory schools. Some of these events are highlighted below:

- PRME Global Forum
- Iberia Chapter Webinar
- EFMD SDG Integration Virtual Workshop
- SP Jain School of Management and Research (SPJIMR) Workshop

- Glasgow School for Business and Society Programme Leaders Forum Workshop

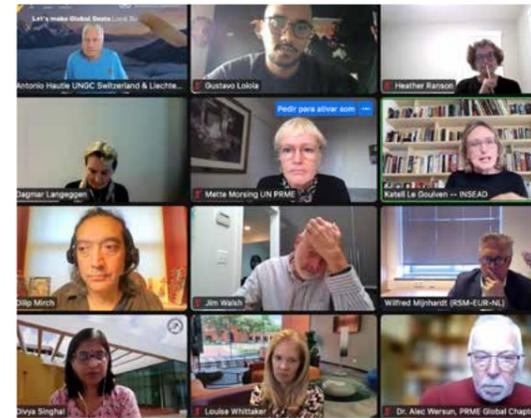
In a new stage of the project supporting dissemination of the Blueprint, an online Repository of Resources is being created to share best practices for integrating the SDGs in three noted dimensions:

**Curriculum:** Examples of integrating the SDGs into the curriculum from a teacher perspective, or from that of a degree course leader;

**Research:** Insight into institutions' research centers, institutes, consortiums, etc. and general research practices, especially as they relate to sustainable development and responsible management; and

**Partnerships:** Examples of partnerships with external stakeholders to further the goal of integrating the SDGs into all academic activities.

In 2022, PRME Champion institutions provided 69 examples for Curriculum, 36 for Research, and 52 for Partnerships.



The ambitions for the process are based on three pillars representing what we want for the future:

### From auto-communication to multiple engagement purposes

- SIP Reports can serve as the central dimension of a digitally-supported global infrastructure that engages multiple business schools in knowledge sharing and peer-learning across countries, regions, and the world. It will act as an incentive mechanism for advancing responsible management education.

### From report to reporting

- Knowledge of RME and SDG can be continually updated in a digitalized SIP Reporting structure through institutionalized

processes of peer learning, and with further access to other globally available resources of PRME relevance.

### From accountability to value proposition

- SIP Reports hold valuable information that can be collected globally and produce global data analyses of value for the sector (Higher Education Institutions) and for individual schools (peer learning, benchmarking, and inspiration).

Thanks to the generous funding offered by Economics of Mutuality (see page 61), in 2023 we will be able to make progress in the construction of a digital space, currently known as the PRME Commons.

This space will allow for the systematic sharing of narratives, links, and stories, creating a framework for data analysis, tagging, and more. Additionally, it will allow for the observation of progress against peers with access to a global source of free, public, and smart responsible business education data. Furthermore, we are also excited to initiate a pilot program to evaluate the proposed strategy, in collaboration with a group of Early Adopter schools who will observe their context and work together to build a relevant guide for the PRME community.

# SHARING INFORMATION ON PROGRESS (SIP)

Since 2020, the SIP Impact Sub-Committee has acted with the purpose of supporting PRME signatories in setting more precise SDG goals and creating a system for recording business school activities and their impact on global prosperity and sustainable development during the "Decade of Action," as referred to by the United Nations.

Since its creation, the SIP Impact Sub-Committee has employed various frameworks and processes to develop its new reporting logic. In 2022, eight Committee meetings and two consultation processes were held with the PRME community in order to gather feedback and determine directions for advancing the strategy.

Additionally, input was also obtained from key stakeholders such as Andrew Jack (Global Education Editor at the Financial Times), Nick Igneri (Global Chief Product Officer at AACSB), and the UN Global Compact's Communication on Progress (COP) team. Through this process, the Committee was able to develop a series of recommendations based on the reflections and feedback received.



### PRME Chapter UKI

### GENERATING CONFIDENCE IN SIP REPORTING - HOW A CHAPTER HAS SUPPORTED ITS SIGNATORIES

With two Steering Committee members carrying an Organisational Learning brief, the UK and Ireland Chapter has been well-equipped to respond to a demand amongst Signatory Members for more guidance on SIP reporting. In October 2021 we offered our first webinar, an 'Introduction to PRME SIP Reporting' delivered by representatives from PRME Champion institutions in UKI. Building on feedback from this event, in 2022 we held two further sessions on how to demonstrate excellence in SIP reporting. With strong attendance and high demand for the

recordings, the webinars have also been publicized for external viewing. In addition to the above, in the first half of 2022 we designed a Member Survey (also adopted in two other Chapters) and hosted a well-attended online consultation event during the SIP 2.0 global consultation exercise.

Our 'SIP Writing Workshops' address the fundamental elements of a PRME SIP report, as well as showcase good practice. Questions and concerns collected in pre-event surveys have allowed us to identify several recurring themes, such as challenges in relation to data collection, and provide specific support in relation to these. Going forward, the Chapter intends to hold additional, adapted sessions which address the various needs identified in this experience.

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# SKILLSET DEVELOPMENT



The PRME community has been committed to educating for sustainable development since PRME's launch in 2007, with many individuals being active in this space even earlier. Our principles reflect the need to develop purpose, values, methods, research, partnership, and dialogue with a sustainably-driven educational framework. The PRME community has been first movers in the Education for Sustainable Development narrative at PRME business schools around the world.

In 2022: Business caught up.

Research from organizations such as the World Economic Forum, Microsoft, the Boston Consulting Group, and several others states the urgent need of filling the skills gap in our ever-changing world. Particularly "sustainability skills" are more essential than ever in order to address the harsh issues of climate, poverty, well-being, and governance. Some of the top skills these organizations cite as being necessary to empower a workforce to support sustainability transformation include:

- Systems thinking
- Futures thinking
- Circular thinking
- Design thinking
- Sustainability science
- Digital skills
- Transdisciplinarity
- Change Management

*(BCG/Microsoft Sustainability Talent and Skills Survey, 2022)*

PRME continues to work with our impassioned community of educators, students, leaders, and activists to develop skills needed for the future we want. The connection between skillset development and curriculum development is quite linked in this literature. We will continue to build from the research, curricular, and practical narratives to create the largest impact on the business education for sustainable development narrative in business schools and beyond.

# THE IMPACTFUL FIVE (i5)

## OVERALL

2022 was the first year of The Impactful Five (i5) project, which was generously funded by the LEGO Foundation and operationalized through PRME Secretariat and our community of global partners and business schools. The i5 Project aims to develop, innovate and share pedagogical approaches that help business school students develop the skills needed for positive social impact. The year included getting to know the LEGO Foundation's research, initiatives, and network of educational support, and has been a wonderful experience. The first year of this project

has been aided by our content creation partners, Harvard School of Education's Project Zero and the Sustainability Literacy Test (Sulitest); along with the impassioned buy-in from our global cohort of piloting professors from business schools around the world. Though we are still in the piloting phase as we develop content, infrastructure, and resources to support the PRME community in its embracing of i5 characteristics in the classroom, we look forward to future engagement from wider community members.



### Highlights from this year include:

- Staffing the PRME Secretariat office with Impactful Five (i5) specific staff:
  - Senior Manager (i5) and Leadership Education, Dr. Meredith Storey
  - Manager (i5), Prof. Gustavo Loiola
- Establishing an **i5 Advisory Board** of renowned business, academic and civil society leaders to advise how to equip educators and students with the skills and capabilities needed to lead.
- Producing several working drafts of **The Playbook for Teaching Responsible Leadership**, written through partnership with Harvard Graduate School of Education's Project Zero and with the support of several rounds of feedback from our community, the advisory board and pilot teams.
- Creating a model for a clear, representative, valid, and sustainable assessment model to track i5 progress and feedback through partnership with Sulitest and their convening of an expert 'Assessment Framework Taskforce'. This taskforce includes representation from the PRME community; assessment experts; and experts including fellow LEGO Foundation partners from (a) The Danish Teacher's College project, Playful Learning (P+L) and (b) EPFL and its 3TPLAY project; among others.
- Presenting the i5 project at various events to share the message of the work and motivate partnerships across different layers of societal impact.

### Events included:

- UNESCO World Higher Education Conference 2022; Barcelona, Spain
- 2022 Virtual PRME Global Forum
- Transforming Education Summit at the UN General Assembly; New York, USA
- 2022 Virtual PRME Chapter Forum
- The Responsible Management Education Research (RMER) Conference; Innsbruck, Austria
- Business Schools for Climate Leadership (BS4CL) Africa alongside COP 27; Cairo, Egypt
- The PRME Chapter Latin America & Caribbean Annual Meeting; Lima, Peru
- Conducting our first Pilot (1.0) with a cohort of 18 individual business school educators from around the world.
- Distributing funds to PRME Chapters to foster global engagement and encourage next steps with the (i5) project. Funds were shared via UN Global Compact Local Networks on behalf of the PRME Chapters. This connection between UN Global Compact Local Networks and PRME Chapters has led to a closer relationship between these entities and created synergies for future i5 work across these regions.

## i5 ADVISORY BOARD

We have been fortunate to have such an impactful, diverse, and constructive Advisory Board, made up of many prominent business and academic leaders. In 2022, we hosted our first two PRME i5 Advisory Board meetings. These meetings were convened by the Chairman of the Board, Mr. John Goodwin, and were quite successful in sparking creative, thoughtful, and critical dialogue. Some highlights of the year's Advisory Board meetings were:

- Addressing the key question of how to embed 'play' in the pedagogical space to encourage deep learning for faculties and students
- Considering areas of focus for the Theory of Change for (i5) adoption, and identifying opportunities around faculty, business, accreditation, and students
- Considering inputs and discussion on digital learning and impact possibilities regarding the ambitions of the i5 project as well as the EoM grant alignment.
- Learning from Chip Bergh, CEO of Levi Strauss, who provided a keynote on the skills needed to be a manager in today's world and the gap between education and practice.
- Aligning our practice with the existing technologies (discussed by Bruno Roche, CEO of the Economics of Mutuality) and accreditation methods (discussed by Nick Igneri, Global Chief Production Officer at AACSB).
- Considering the greater implications of the i5 footprint to be further explored through collaborations in 2023 - notably including reference to the student voice, the research-sphere, and the network of accreditors.



**John Goodwin**  
Chair, PRME (i5) Advisory Board;  
Executive Chairman, The Learning  
Economy Foundation



**Daniel Wilson**  
Director, Project Zero at  
Harvard Graduate School of  
Education



**Maxime Lakat**  
Executive Director,  
Re-Generation



**Bruno Roche**  
Co-author "Purpose into Practice:  
the Economics of Mutuality";  
Former Chief Economist, Mars  
Incorporated



**Juvencio Maeztu**  
Deputy CEO, Management  
Board Member and CFO of Ingka  
Group (IKEA)



**Morris Mthombeni**  
Dean, Gordon Institute of  
Business Science



**Caryn Beck-Dudley**  
CEO, AACSB



**Gregor Halff**  
Dean of Social Sciences,  
Vrije Universiteit



**Haifeng Huang**  
Deputy Secretary-General, Asia  
Education Forum



**Charmian Love**  
Global Director of Advocacy,  
Nature&Co



**Andy Hoffmann**  
Holtim (US) Professor of  
Sustainable Enterprise,  
University of Michigan



**Ranjan Banerjee**  
Dean, BITSoM



**Chip Bergh**  
President & CEO, Levi Strauss



**Soumitra Dutta**  
Dean, Said School of Business,  
University of Oxford



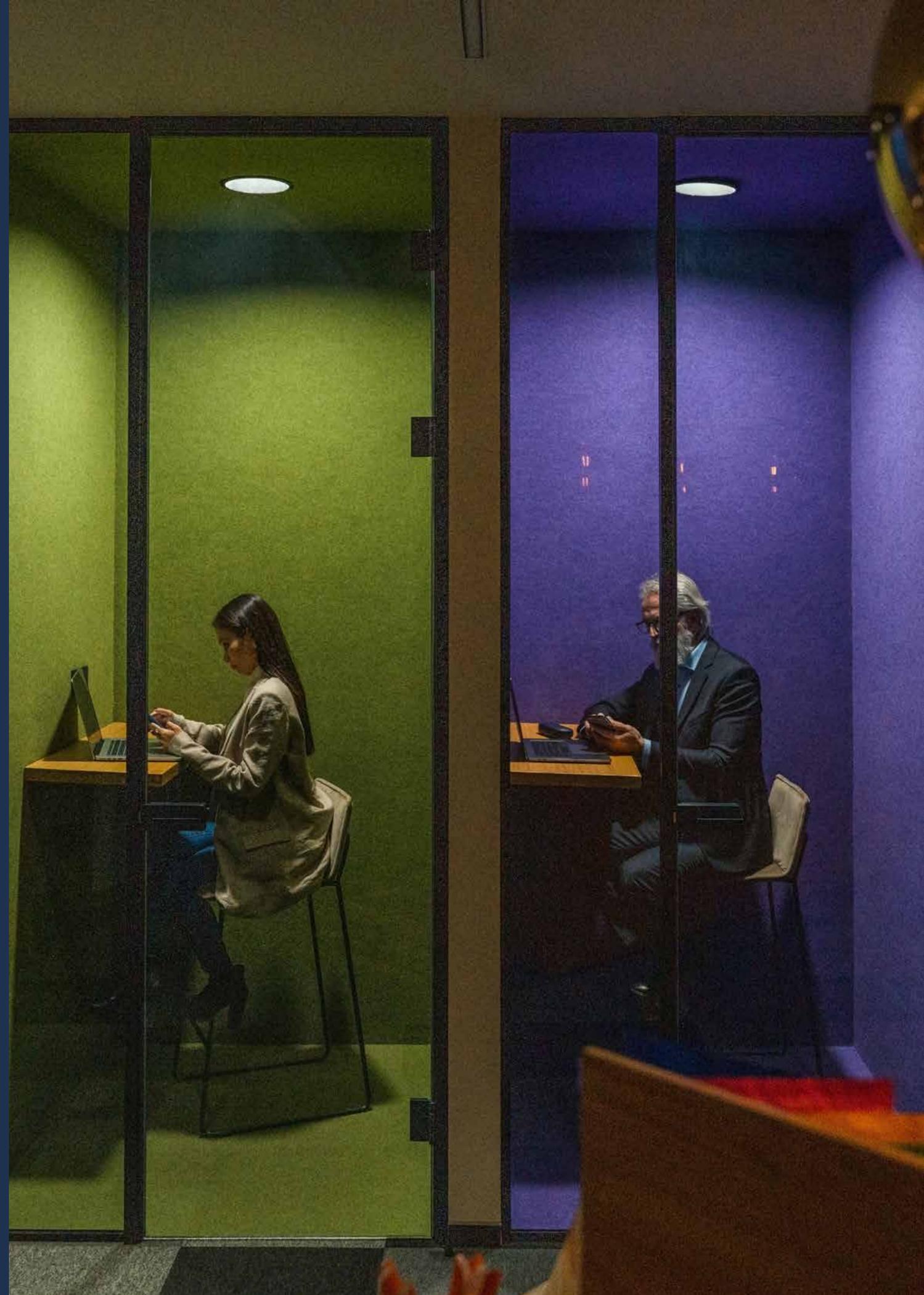
**Sherwat Elwan Ibrahim**  
Associate Prof. at the American  
U in Cairo & Chair of PRME  
Chapter Africa



**Elizabeth Collier**  
Professor of Ethics, Brennan  
School of Business, Dominican  
University



**Jonathan Louw**  
Chair, PRME Chapter UKI



## PARTNERS IN i5 CONTENT DEVELOPMENT

The ambition of the i5 project for business school education surpasses the traditional business school lens for education. The i5 project requires creative and dynamic partnerships that can build from The LEGO Foundation research and PRME Secretariat mandate. In order to achieve these goals, we've teamed up with Sulitest and Harvard Graduate School of Education's Project Zero.



### SULITEST

#### Who

Sulitest's mission is to expand sustainable knowledge, skills, and mindsets that motivate individuals to become deeply committed to building a sustainable future and making informed and effective decisions, thus directly aligning to PRME's goals for i5.

Sulitest is responsible for leading The PRME i5 Assessment Framework closely aligned with the Playbook with the expectation of developing a digital assessment for faculty and students that is tailored to the PRME i5 program.

Through the last year, assessment has seen the following major updates:

- Convening an 'Assessment Framework Taskforce,' composed of twelve expert members led by Aurelien Decamps and Renaud Richard on the Sulitest team. Scoping work has been completed by the core team and the taskforce to conceptualize the tool for self-assessment and collective assessment across educators and students on progress. This tool has served as a baseline assessment for teachers during the roll-out as specified in our indicators.
- Launching a beta platform to host assessment iteration throughout Pilot 1.0, with metric-based and reflection-based indicators recorded by the participants over time, with a supplemental platform for student metrics and reflection.



### PROJECT ZERO

#### Who

Project Zero, Harvard Graduate School of Education: Project Zero (PZ)'s mission is to understand and nurture human potentials—such as learning, thinking, ethics, intelligence, and creativity—in all human beings. PZ is responsible for leading the construction of the PRME i5 Playbook with a goal to provide an authoritative guide based on rigorous research (e.g. research questions, design, appropriate methodologies, research ethics) that equips educators to test new pedagogical approaches for holistic skill set development among their students at business and management schools. The content was developed by researchers Amber Kamilah and Daniel Wilson at Project Zero. The Playbook will reference characteristics of effective learning, such as considering research and scientific-based approaches that incorporate the five characteristics of playful learning (e.g. social, joyful, iterative, actively engaging, and collaborative experiences). The Playbook will be piloted by business school educators and scaled to PRME's network of 860+ business schools around the world to nurture holistic skill set development.

#### What

To date, the Playbook has seen many content-driven updates, including:

The Playbook for Teaching Responsible Leadership reached its fifth draft iteration after receiving several rounds of feedback from our community, the advisory board and pilot teams in 2022.

The Playbook showcases existing LEGO Foundation work on characteristics and skillset development through the identification of practices which can be utilized in the classroom.

## 2022 PILOT 1.0 GLOBALLY REPRESENTATIVE COHORT

Throughout 2022, the PRME Secretariat worked with Chapter representatives to identify active educators with experience and expertise in creative and thought-provoking pedagogy and praxis. In order to fill this need, Chapters were asked to nominate individuals who met the following criteria:

- Deans/faculty/professors who teach leadership, possess fluency in English and represent cultural/contextual diversity

- Experiences/expertise in effectively using active pedagogical strategies in teaching leadership, such as collaborative learning, project-based learning, case study method, experiential learning, simulations, gamification, field-based learning, etc.
- Familiarity/expertise in LEGO Foundation's i5 Framework (e.g. understanding the concepts that learning through play is joyful, meaningful, actively engaging, iterative, and socially interactive).

Through this call, our Pilot 1.0 community was born. This cohort has represented the regional groups of PRME and worked hard to engage in the first stages of the i5 project. Members include:



**Ahmed Abdel-Meguid**  
Associate Professor of Accounting, The American University in Cairo



**Tim Breitbarth**  
Professor of Sustainable Management & CSR, CBS International Business School



**Jeremy Williams**  
Professor of Practice, Zayed University



**Benito Teehankee**  
Professor of Business Ethics, Ramon V. del Rosario College of Business



**Aurora Diaz**  
Senior Lecturer at School of Management, Almaty Management University



**Christian Van Buskirk**  
Assistant Teaching Professor, Gustavson School of Business



**Robert Hales**  
Director and Senior Lecturer, Griffith Business School



**Dirk Moosmayer**  
Senior Professor for Strategy and Sustainability, KEDGE Business School



**Samuel Petros Sebhata**  
Senior Lecturer and Assistant Professor, Karlstad Business School



**Adriana Caldana**  
Associate Professor, University of Sao Paulo



**Ana Margarida Simaens**  
Associate Dean for Engagement and Impact



**Maria Pietrzak**  
Assistant Professor, SGH Warsaw School of Economics



**Marina Schmitz**  
Lecturer and Researcher, IEDC-Bled School of Management



**Chandrika Parmar**  
Chair of PRME Chapter India; Associate Professor, SPJIMR, India



**Natascha Radclyffe-Thomas**  
Professor in Marketing and Sustainable Business, Glasgow Caledonian University London



**Xuanwei Cao**  
Associate Professor, International Business School Suzhou



**Toloue Miandar**  
Assistant Professor, Bologna Business School



**Jose Luis Camarena Martinez**  
Professor of CSR and Sustainability, Universidad Externado de Colombia

This pilot group has advanced significant and meaningful i5 work in a first wave of engagement, including the following contributions:

These individuals worked to help develop the Playbook content and examples through practice and pedagogy employed within their own classroom settings.

Virtual trainings were hosted to onboard the Pilot 1.0 participants to understand the core ethic, embed the i5 characteristics in their own practice, and ultimately, seek to influence the student skillset to shape more impactful business leaders.

Pilot members trialed their first interventions of i5 engagement in their classrooms from August–December 2022. In-person workshops were hosted at Harvard University to encourage

Pilot members to come together and build a community based on i5 practice, reflection, and next steps.

### WORKSHOP

The PRME Secretariat hosted an engaging and thoughtful event on the Impactful 5 project for Pilot 1.0 participants at the Harvard Faculty Club, hosted by Project Zero.

During the workshop, participants were able to meet and connect as a community, share the work they've been doing in their classrooms, learn from each other on the types of activities that have been useful practices, consider future methods for engagement, and reflect on the status of the project.



# PRME GLOBAL STUDENTS

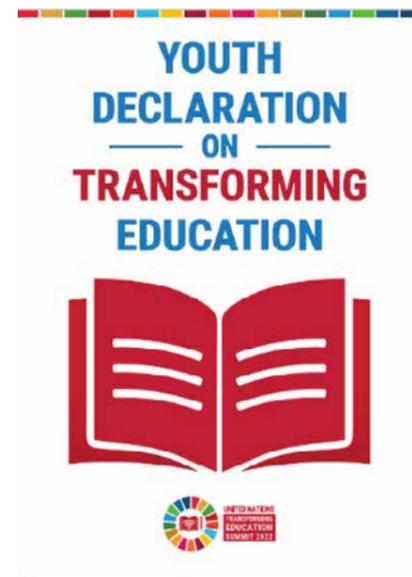
## “WE THE YOUTH OF THE WORLD...”

Proclaimed by young people from the entire world, these six powerful words open the **Youth Declaration on Transforming Education**<sup>6</sup>, launched on 17 September 2022 at the Transforming Education Summit during the 77th United Nations General Assembly in New York. With 25 bold statements about the future of education that young people imagine, demand, and pursue, the Declaration has become a milestone for youth leadership in the international arena. For a long time, it has been true and evident that young leaders are taking action in all corners of the world for the betterment of society and the planet and advancing Sustainable Development Goals. In the university ecosystem, it is no different. Students are influential drivers of change on campus and take the lead in advancing their school sustainability practices and serving their surrounding communities. The leaders of tomorrow are leaders today. And there is no way back.

This new profile of higher education students, who demand and pursue change, pushes institutions to adapt themselves. In this intergenerational dialogue (sometimes debate) to advance sustainability practices, the student’s voice is getting louder. For instance, in the tertiary ecosystem, recent data from Times Higher Education<sup>7</sup> show that 87% of higher education students see universities as critical players in advancing the SDGs, and 72% said that developing themselves into sustainable citizens during their studies is essential to their career prospects. Also, 27% of prospective students use sustainability indicators for enrollment decisions and would even pay higher tuition fees for schools with better reputations for sustainability.

Finally, for those accepted at all institutions they had applied to, 45% of the respondents demonstrated they would use sustainability as the primary deciding factor for which school they would ultimately enroll in.

As the world’s leading network for responsible management education, PRME has become even more crucial to the betterment of educators, students, and society as a whole. More specifically, the **PRME Global Students (PGS)** movement has become a driving force within PRME’s recent advancements by bringing student perspectives to the forefront of its activities and strategies.



<sup>6</sup> Available in all UN official languages at: <https://www.un.org/en/transforming-education-summit/youth-declaration>  
<sup>7</sup> Some students 'would pay higher fees for sustainable university.' Available at: <https://www.timeshighereducation.com/news/some-students-would-pay-higher-fees-sustainable-university>

## PGS: A GLOBAL NETWORK BY AND FOR STUDENTS.

After dedicating its first year to a programmatic development process that collaboratively engaged 60+ students from 20+ countries in designing their own network, the year 2022 marked the beginning of PGS’s active operation. To pursue its mission of connecting worldwide student changemakers to empower and leverage the impact of their sustainability-oriented organizations, PGS members have defined three action-oriented pillars - Awareness, Advocacy, and Collective Action.

To advance these pillars, the PGS 'infrastructure' comprises a team of nine Regional Leaders in all continents and global sub-regions and a Portfolio with seven strategic projects implemented by the PGS Taskforces. With the support of the PRME Secretariat, the entire operation - from strategy to implementation - is student-led and currently engages 65 student volunteers from 38 PRME Signatory Members in 25 countries.



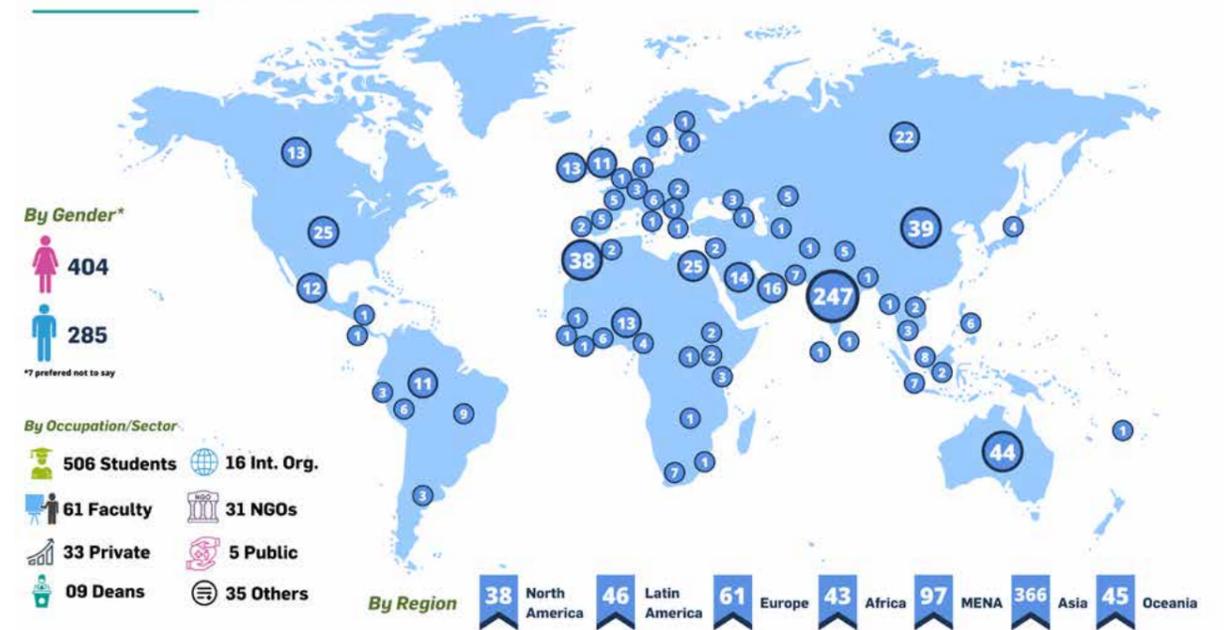
## AWARENESS

PGS aims to generate greater awareness of responsible management and sustainable development among PRME students and, at the same time, promote the impactful work of their student organizations to the broader PRME audience. Following this goal, the PGS Social Media taskforce launched the PGS presence on [Facebook](#), [LinkedIn](#), and [Instagram](#). With a growing audience of more than a thousand worldwide followers on all three platforms, the Social Media team has been building a community of young people who care deeply about responsible management education. Working in partnership with Regional Leaders and other PGS Taskforces, such as the PGS Newsletter ([subscribe here](#)), they share the latest sustainability news, amplify engagement opportunities within PRME, and promote various student organizations' activities.

One of this year's highlights was undoubtedly the 1st PGS Annual Summit, fully organized and executed by the PGS Talks Taskforce. On 14 June 2022, global leaders and youth agency enthusiasts of all ages came together to discuss the most relevant and pressing challenges our planet and society are facing with the spirit of shaping today's global debates and building solutions for the betterment of tomorrow. During **eight hours of sessions divided into Eastern and Western blocks**, 44 speakers from 24 countries shared their insights with an audience of 696 registrants from 68 countries. After its inaugural edition, it became clear that the PGS Annual Summit is, and will continue to be, a global arena for the purposeful exchange of local, regional, and international experiences in addressing sustainability and responsible management education with a particular focus on youth protagonism.



PGS Summit 2022 - 696 Registrants



## ADVOCACY

Following the current trend of youth protagonism in various global issues, PGS intends to amplify the student voice in the realm of evidence-based advocacy for responsible management and sustainable development. In 2022, PGS began to pursue this objective on two fronts. First, meaningfully participating in youth engagement activities within the UN system by contributing to the Youth Declaration in Transforming Education and promoting activities from other UN agencies, and beyond the UN by expanding our partnership

with other youth-centered organizations such as oikos, Re\_Generation, Ecological Awakening, WEF Global Shapers, and Enactus. Secondly, PRME internally expanded its student presence within various PRME arenas and strategic bodies. This included the nomination of youth representatives in the PRME Board and the i5 Advisory Board, the participation of PGS Regional Leaders in several PRME Chapter Annual Meetings, and both organizing student-focused discussions and serving as speakers in keynotes and thematic panels.

## COLLECTIVE ACTION

As the PGS presence positively reverberates within the PRME community, there is a growing demand from various PRME arenas for fostering collective action with PGS, either by engaging students in their activities or partnering with PGS in innovative programmes. In 2022, for the first time in PRME's history, a PRME Chapter formally established the position of Head of Student Engagement in its steering committee. The PRME Chapter ASEAN+ selected a student to bring the youth perspective into their strategy development and activities. While other Chapters advance in replicating this initiative in their governance, focal points were established in most of the Chapters to work alongside the corresponding PGS Regional Leaders, thus optimizing the PGS-Chapters relationship and expanding student engagement opportunities in their regions. Other successful examples of new partnerships between PGS and other PRME arenas are the PGS Ambassador Programme and the PGS Sustainability Awards.

The PGS Ambassador Programme was initially designed by the PRME Chapter Latin America and the Caribbean (LAC) to provide a 10-week training that enables students to partake in different workshops and conversations on various PRME Working Group issue areas and deliver final projects on these topics. After its successful first edition in the LAC region, the Chapter decided to hand the Programme operations over to PGS to be replicated worldwide, thus serving other PRME Chapters and engaging a larger number of students both as the Programme providers and beneficiaries. The programme was then renamed as the PGS Ambassador Program and began to be managed by a PGS Taskforce. In 2022, PGS implemented its second edition in partnership with the PRME Chapter France-Benelux and graduated 14 students from five PRME Signatory Members in the region. The Program is a remarkable example of generating constructive value for PRME global constituencies through fostering collective action between PGS, Working Groups, and Chapters.

Finally, the PGS Sustainability Awards is another powerful example of new initiatives that promote cross-arena collaboration within the PRME community. The Award was conceptualized to be an annual recognition of impactful student-led initiatives whose missions and activities are aligned with the PRME Principles and advance the SDGs). In 2022, the project pilot was implemented in Africa through joint efforts between the PGS Regional Leader and PRME Chapter Africa. Together, these players called student organizations from African universities to apply, judged their candidacies, and delivered the PGS Sustainability Award - Africa during the PRME Chapter Africa Annual Meeting. The Award will now be replicated in other PRME Chapters following the same logic of PGS-Chapters joint efforts.

### PRME Chapter France Benelux

PRME Chapter France-Benelux hosted the 2nd PRME Student Ambassador Programme, originally launched by PRME Chapter LAC. In the summer of 2022, the Chapter saw 14 students graduate from the 10-week programme of interactive workshops on 6 topics, corresponding to PRME Working Group themes.

This last cycle was organized in partnership with the PRME Secretariat, the PRME Working Groups on Sustainability Mindset, Climate Change and Environment, Sustainable Finance m Business for Peace, Gender Equality, and Poverty, a Challenge for Management Education.

### PRME Working Group on Poverty, a Challenge for Management Education

The PGS Ambassador Program, reminds us that the focus of PRME is not us but our students. In 2022, the Anti-Poverty Working Group continued its participation in presenting the importance of global poverty as a key issue for all business/management education students to grapple with. We gave an online lecture to this year's cohort of students from five PRME Signatory schools in France, Belgium, Netherlands, and Luxembourg. Fourteen students were in this year's class. A graduation requirement is that all Ambassadors make a final presentation prompted by the ideas/concepts/learnings they encountered during their 10 weeks in the program. This year student Ambassadors Soad Louissi, Youssef Kaddouri, Kriti Pandya, and Angelina Ohanjanyan chose the issue of poverty alleviation as their final project presentation.

Theirs was a thoughtful, engaging, and well-research presentation, whose premise was "Poverty in all forms should be eliminated to have a progressive society." The team illustrated what was possible by focusing on Vietnam and China in their respective nation-wide efforts to reduce extreme poverty. Most significantly, the team proposed forward-looking solutions on how management schools can contribute by educating and engaging students to help in reducing poverty. During presentation follow-up, these Ambassadors demonstrated that they clearly understood that poverty is a multidimensional concept and needs multiple, convergent approaches to if SDG 1: No Poverty is to be achieved. Well done team!





On Solutions Day at the Transforming Education Summit, PRME co-organized and organized sessions on public-private partnerships, educating educators, and student agency. Contributions to these events came from our work with The LEGO Foundation, Barry-Wehmiller, Project Zero at the Harvard Graduate School of Education, and The Learning Economy Foundation. PRME was also able to collaborate with Google, Microsoft, IBM, the Jacobs Foundation, and Erandi Aprende. Global governments and ministries were also well represented, including Ministers of Education for Costa Rica and Colombia and the Permanent Representative of the Mission of Spain to the UN, to facilitate coalitions and partnerships, and support new initiatives related to Skill Development and building momentum in transforming education.

Later in the UNGA week, PRME hosted a side-event to build on the conversations of TES. This event at the UN Global Compact brought together a series of keynotes centered on Leadership Skillsets and Skilling for Sustainable Business.

Throughout the week PRME had a wide presence at many other UNGA side-events, including events with The Brookings Institute, TheirWorld, World Organization of the Scout Movement, Camp 2030, The Danish Royal Council, New York University, the UN Sustainable Development Solutions Network, and the UN Global Compact.

## TRANSFORMING EDUCATION SUMMIT

For the first time ever, the United Nations hosted an education-oriented convening at the UN Headquarters on the days leading up to the 77th General Assembly in 2022. The Transforming Education Summit (TES) sought to mobilize political ambition, action, solutions and solidarity to transform education as part of the UN's 'Our Common Agenda' initiative. PRME and its partners across the UN, civil society, governance, business, and higher education held a large presence at these events, spanning from 16–19 September.



# WORLD TOUR RESEARCH PAPER DEVELOPMENT WORKSHOPS

The central idea of the World Tour is to support early-career as well as mid-career scholars in bringing research to publication, as part of the field's commitment to relevant and timely research insights that advance responsible management and sustainable development around the world. The PRME World Tour also has a more general ambition of supporting the professionalization of the scholarly field of responsible management research, by increasing the range of voices heard as authors and representing concerns too often marginalised or excluded from the most prestigious journals.

The PRME World Tour Organizing Committee, in collaboration with the PRME Chapters, produce local workshops throughout 2022-2024, co-organized by the PRME World Tour Organizing Committee and PRME Regional Chapters. PRME Secretariat invites clusters of 2-3 smaller PRME Chapters to apply for co-hosting a workshop and larger Chapters to apply for hosting a workshop alone.

Concretely, the PRME World Tour will provide developmental advice and mentorship from senior scholars in a workshop mode. The focus is on feedback towards success in the peer review process, not paper presentations. The ambition is to support development of both empirical and conceptual work from PRME communities, especially those where publication has historically occurred in local, perhaps non-English language, journals, and where accordingly international readership and recognition may have been limited.

The PRME World Tour Research Paper Development Program is made possible by the generous partnership of two of the world's leading international journals in the responsible management and business-in-society field: Business & Society and Journal of Business Ethics. The Organizing Committee is chaired by a former co-editor of Business & Society and includes senior scholars from both journals with research experience from different world geographies, in addition to senior scholars and mentors from other relevant journals.

## 2022 WORKSHOPS

### PRME World Tour: Research Paper Development Workshop



### PRME Chapter ASEAN+

The greatest highlight for PRME Chapter ASEAN+ in 2022 was the PRME World Tour ASEAN+ Research Paper Development Workshop held on 27th July 2022. The workshop was attended by 94 participants, many of whom were not from PRME Signatories. Such an impactful event we believe will encourage new Signatories to join PRME and will inspire existing PRME Signatories to be more involved in Chapter activities.

There were two sessions. The first session was a keynote lecture and an editor's panel. The keynote speaker was Jochen Reb, Professor of Organizational Behavior & Human Resources from Lee Kong Chian School of Business, Singapore Management University, who spoke on a timely and important topic on the role and importance of mindfulness in research and publishing and the impact of rigorous research on responsible management as a practice. The Editors' panel discussion, featured editors and associate editors for top journals including the Academy of Management Learning & Education, Business & Society, Business Ethics, the Environment and Responsibility, and Journal of Business Ethics.

The second session was a closed session and opened to authors who submitted a paper, a grant proposal, or concept note/project idea. The session saw the submission of 30 research papers and project ideas, and consisted of small, interactive group discussions where authors received direct feedback on their work in progress from experienced mentors and scholars. A unique feature of this session was for the authors to also provide feedback on each other's research papers, thus providing an opportunity to evaluate a manuscript through the lens of a reviewer.

This workshop was well aligned with the Chapter's Strategic Direction to Support early and mid-career scholars through research development workshops for the ASEAN region and encourage ASEAN region collaborative research relating to Sustainability and the SDGs. The feedback obtained from the participants is a testament to its impact. One feedback in particular sums up its value. "Very welcoming environment, unparalleled experts, valuable and significant inputs. Empowering, dynamic and emphatic!"

# CLIMATE LITERACY TRAINING

Originally developed as a PRME Champions sub-group project (with leadership from Nottingham Trent University and other stakeholders), PRME's **Climate Literacy Training** leverages a "train-the-trainer" approach to help academics, students, and other participants quickly become "Carbon Literate". Once literate, the programming encourages them to adopt pragmatic climate solutions in their own life and work. Invitations are sent to universities and business schools for regional events so participants can become trainers in their own institutions or become involved in trainings in other regions. Carbon Literacy Trainings are offered in a virtual format, increasing the potential reach and availability of these workshops.

Training typically takes place over four sessions (but may be offered as a full-day or blended schedule) and includes the following topics:

- The basic science behind the climate crisis;
- The impact different sectors such as food have on our climate and vice versa;
- Climate Change mitigation tools for your discipline or/and function;
- Solutions with the highest impact;
- Strategies and skills for communicating and/or teaching climate actions; and
- Your personal possibilities to take action privately and in your current/ future role.

In addition, participants who complete the training receive a full certificate issued by The Carbon Literacy Trust in Manchester.

In 2022, two Carbon Literacy Trainings were completed, one in March and one in November. Together, we saw 300+ participants across 44 countries, and over 60+ became certified. PRME is proud to offer this life-changing training to its audiences and looks forward to scaling its impact through even more sessions in subsequent years



## PRME Chapter Nordic

PRME Chapter Nordic have been a leading example in how to embed and scale the Climate Literacy for Business Schools in their institutions. In 2022, the Chapter adapted the training further to their regional context, focused on expanding the scope more into the theory dimension, and set up a project to develop a new certificate specifically on biodiversity.

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# PRACTICAL RELEVANCE



Since the initiative's inception, it has been a priority of PRME to provide content that is relevant and applicable to its global constituency. Our regional networks of Chapters and global network of Signatories, students, and Working Groups are the backbone of the organization and it is paramount that the resources we deliver are tailored to their needs and cultural contexts. Relevant and local practice, a pillar of PRME, indicates the intention to amplify voices from across the membership, many of which are often unheard on a global stage, to learn and co-create content that speaks to all of PRME's audiences in a way that inspires and activates.

As a community of educators and learners, we are often exposed to material that speaks exclusively to the successes and challenges of the Global North, whether it be through journal publications, case studies, in the media, or other contexts. It is clear in the work that we do that leadership in the realm of sustainability exists far beyond our traditional points of reference and that there are innovative practices to be celebrated in every direction. As we continue to iterate and improve the way that we steward impact reporting, resource sharing, and general knowledge exchange in this space, platforms such as the i5 project, the UN Global Compact Academy, and the PRME thematic Working Groups offer a space to infuse practical and local relevance across academia.

## WORKING GROUPS

In 2022, nine PRME Working Groups continued contributing PRME's mission and vision by engaging in research, education, and collaboration activities in different SDGs issue areas. 50+ externally-facing events, webinars, conferences have been hosted by Working Groups with a total number of 3300+ participants. By bringing educators, scholars, and practitioners to the same network, PRME Working Groups have created unique opportunities for engagement and learning in the PRME community and beyond.

You can find highlights from Working Groups' work in 2022 throughout this report.

### List of PRME Working Groups:

- PRME Working Group on Anti-Corruption in Curriculum Change
- PRME Working Group on Anti-Poverty
- PRME Working Group on Business and Human Rights
- PRME Working Group on Business for Peace
- PRME Working Group on Climate Change and Environment
- PRME Working Group on Gender Equality
- PRME Working Group on Humanistic Management
- PRME Working Group on Sustainability Mindset
- PRME Working Group on Sustainable Finance

## EDUCATION ACADEMY SEMINAR SERIES 2022

The PRME Education Academy Seminar Series offers cutting-edge scholarly and practitioner insights from diverse perspectives on Responsible Management Education. Participants are encouraged to actively challenge the speakers and take a provocative stance towards their ideas. The seminars are moderated by professors Lars Moratis, Antwerp Management School, and Frans Melissen, Breda University of Applied Sciences, joint holders of the Chair in Management Education for Sustainability.

2022 hosted the second edition of this series, titled 'Reinventing Management Education: Art, Activism, and Alternatives'. Each webinar centered around a perspective (Art, Activism, and Alternatives), inviting an expert speaker to present her/his ideas, followed by reflections of one or several referents.

### Reimagining leadership: The role of art in designing management education

24 May

Emma Stenström and colleagues from Stockholm School of Economics (SSE) shared how they have embedded art in teaching and research on leadership for Sustainability since 2014. Under this initiative, diverse formats of activities were organized for students, faculties and visiting guests, including Art collections, Exhibitions, talks, tours, and more. This seminar left audiences inspired with ways they could implement art in their own management education courses.

### (Un)expected activism: A crisis of climate

9 June

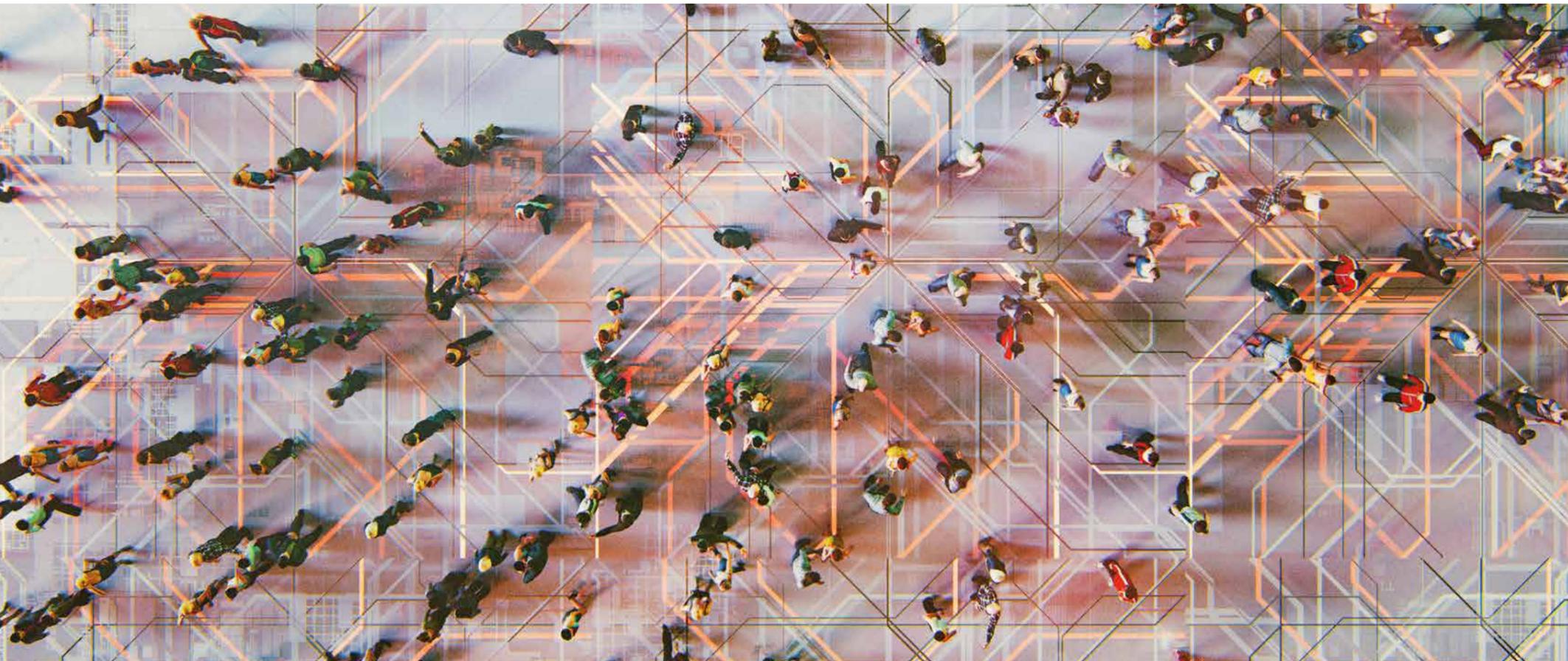
The webinar focused on the role of academia and management educators in the climate crisis. As a conservation scientist, Charlie Gardner from the University of Kent explained the full implications of the climate crisis, and pointed out that education today fails to lead to effective decision making on climate action. He further proposed non-violent activism as a potential solution.

### Organizing the future: How to rebuild management education

24 June

Martin Parker from University of Bristol presented the history of business schools and current criticisms of business and management education. He argued that the subject of business schools should be organizing instead of management because organizing is a generous concept. He imagined that 'A School for organizing' should be a school that teaches about the possibility of a low carbon economy; about localized supply chains; about organizations that are collectively and democratically owned and controlled; an economy in which small is beautiful and responsibility to people and planet are the means and end of business.

The PRME Education Academy Seminar Series identifies inspiring ideas, valuable lessons, and new horizons for everyone eager to gear management education toward the social and ecological predicaments of societies worldwide.





## RMER CONFERENCE

The 9th Responsible Management Education Research (RMER) Conference took place on 27 – 29 September 2022 organized by PRME Chapter DACH, the PRME Anti-Poverty Working Group, and the University of Applied Sciences of the Grisons (Switzerland), and hosted by MCI | The Entrepreneurial School® in Innsbruck, Austria. The conference welcomed over 130 participants from 30 countries to discuss and debate “Societal Impact through Entrepreneurship & Innovation: Responsible Leadership Education for the Changemakers of Tomorrow.”

Special thanks to Regina Obexer (Conference Coordinator), Desiree Wieser (Conference Coordinator), and their team at MCI, as well as Lisa Fröhlich (PRME Board Member; Chair of PRME Chapter DACH), Christian Baumgartner (Head of Major Sustainable Tourism & International Development, Fachhochschule Graubünden Chur), Al Rosenbloom (Co-Chair of PRME Working Group on Anti-Poverty), Milenko Gudic (Co-Chair of PRME Working Group on Anti-Poverty).

### PRME Chapter DACH

The RME Research Conference is organized yearly under the leadership of PRME Chapter DACH with the PRME Anti-Poverty Working group and the hosting institution. Delegates met on-site to discuss the latest development in research for responsible management education, share ideas and emerging practices, and learn from each other. The program included a range of high-level keynote speakers, panel discussions, and around 70 presentations, as well as interactive conference workshops, e.g. on climate change, futures literacy, the PRME i5 Program, and Sustainability Mindset which allowed participants to take on the role of learners and get actively engaged. The “Global Design Jam” student workshop was a special highlight, with participating students developing ideas for a sustainable future based on expert input on the SDGs and a design thinking approach.

The conference was certified as a Green Event Tirol, which required special consideration of sustainable event management (catering, waste management, resource use). The carbon footprint of the conference was tracked by the MCI team and the full amount of CO<sub>2</sub> emissions was compensated after the conference.

Feedback from conference participants was resoundingly positive, with many commenting on the inspiring sessions, lessons learned, friends made, efficient organization, and the impact of a green event.

In the lead-up to the conference, MCI also hosted the 2022 PRME Champions Meeting (26-27 September 2022). PRME Chapter DACH also hosted their Annual General Meeting during the conference as well and launched new initiatives such as a Chapter newsletter and intentions to strengthen ties with the Global Compact Networks in the region.

## BS4CL AFRICA

Business Schools for Climate Leadership Africa (BS4CL Africa) brought together schools of business in building a collaborative framework for climate action to transform business education with curricula that matches the needs and realities of the African continent. The initiative launched in Cairo, Egypt in parallel with the UN Climate Conference (COP27) that took place in Sharm El-Sheikh. The ongoing initiative will also invite contributions from the private sector and civil society.

For the launch, PRME Chapter Africa gathered deans, academics and thought leaders representing PRME, The Financial Times, the Association of African Business Schools (AABS), the United Nations Framework Convention on Climate Change (UNFCCC), and Business Schools for Climate Leadership (BS4CL) for a Deans Roundtable. The event was hosted by The American University in Cairo School of Business.

Six leading African business schools participated, as they are recognizing the critical role that higher education can play in addressing climate change and its associated challenges, including:

- Sherif Kamel, Dean of the School of Business at The American University in Cairo

- Thami Ghorfi, President of ESCA Ecole de Management
- Morris Mthombeni, Dean of Gordon Institute of Business Science
- Yinka David-West, Deputy Dean of Lagos Business School
- David Chiawo, Dean of the School of Tourism and Hospitality at Strathmore University
- Mark Smith, Director of Stellenbosch Business School

As well as:

- Jonathan Foster-Pedley, Chair of the Association of African Business Schools (AABS)
- Sarah El-Battouty, Global Ambassador for the United Nations Framework Convention on Climate Change (UNFCCC)
- Mette Morsing, Head of Principles for Responsible Management Education (PRME) at UN Global Compact
- Peter Tufano, Dean Emeritus of Said Business School at the University of Oxford, Baker Foundation Professor at Harvard Business School and BS4CL Founding Team
- Andrew Jack, Global Education Editor at The Financial Times
- Sherwat Elwan Ibrahim, Chair of PRME Chapter Africa
- Mumbi Wachira, Vice-Chair of PRME Chapter Africa





The BS4CL initiative began at COP26 in 2021, when a group of eight European business schools gathered to provide insight on what business can do to help the climate change crisis. Through launching a toolkit and series of webinars, these eight leading schools set the tone for business schools in Europe and abroad in designating climate leadership at the forefront of their schools' strategies. BS4CL Africa now plans to influence business in Africa with its growing momentum.



[OUR] ULTIMATE GOAL [IS] FOR BUSINESS SCHOOLS [TO] EFFECTIVELY ADDRESS CLIMATE CHANGE ISSUES BY INTEGRATING SUCH TIMELY AND CRITICAL SUBJECTS WITHIN THE BUSINESS SCHOOLS' ECOSYSTEM THROUGH TEACHING, CURRICULUM, CASES, AND PROJECTS AS THEY HELP SHAPE THE NEXT GENERATION OF LEADERS TO IMPACT SOCIETY,"

said Sherif Kamel, Dean of The AUC School of Business.

BS4CL began assessing required resources for associated activities to increase awareness and climate action, including gathering Deans' support, institutional commitment, dedicated faculty, and partnership champions. The discussion candidly addressed issues and possible hindrances like resource limitations, prioritization conflicts, school competition, industry commitment, and being able to sell value to students as business schools. As a result, the initiative plans to develop a white paper and future outcomes for attainable action by business schools in 2023.



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# GLOBAL IMPACT

A man with short dark hair and a beard, wearing a maroon long-sleeved shirt, is seen from the side, gesturing with his hands as if speaking. He is in a classroom or lecture hall, with a diverse group of students seated at desks in the background, some looking towards him. The lighting is warm and focused on the speaker.

How do we measure and understand the impact of PRME on society? As a global organization dedicated to developing leaders towards the Sustainable Development Goals, PRME has a lot of responsibility as it works with more than 800 business and management schools around the globe.

Based on PRME's strategy for transformational change, our impact is related to allowing our students to understand the world they live in and the interactions they have with it, in addition to experiencing different perspectives and views. The use of disciplinary and interdisciplinary knowledge is also imperative to take action and transform society in a collaborative way that considers different countries and cultures.

In 2022, we focused on understanding our global impact and stewarding the responsibility of educating the world's future business leaders. Across all of PRME's activities, this global organization has aimed to be inclusive and dynamic while serving diverse audiences in various contexts. In this section, you can learn more about these strategies, actions, and their results.

# STRATEGIC ACTION COORDINATION

The Strategic Action Coordination (SAC) Process was initiated in 2021 and conducted throughout 2022 with the generous pro-bono contribution of VIVA Idea, a strategic knowledge partner directed by Urs Jäger (PRME Board Member) that specializes in the design of impact programs based on validated research and tools for systemic change. As a continuing process, its purpose is to learn from PRME Signatory Members about ongoing actions with significant impact, understand how Chapters coordinate their constituencies to increase the collective impact in their regions/countries, adapt global

and regional coordination approaches to the needs of each Chapter, uncover the differences and similarities between Chapters, promote knowledge sharing among Chapters, and create a plan to coordinate actions and organize activities related to PRME Secretariat and the Chapters.

The analysis focused on four critical dimensions of a shared understanding of the organization and strategic alignment of the global PRME network: Impact, Coordination, Expectations, and Resources.

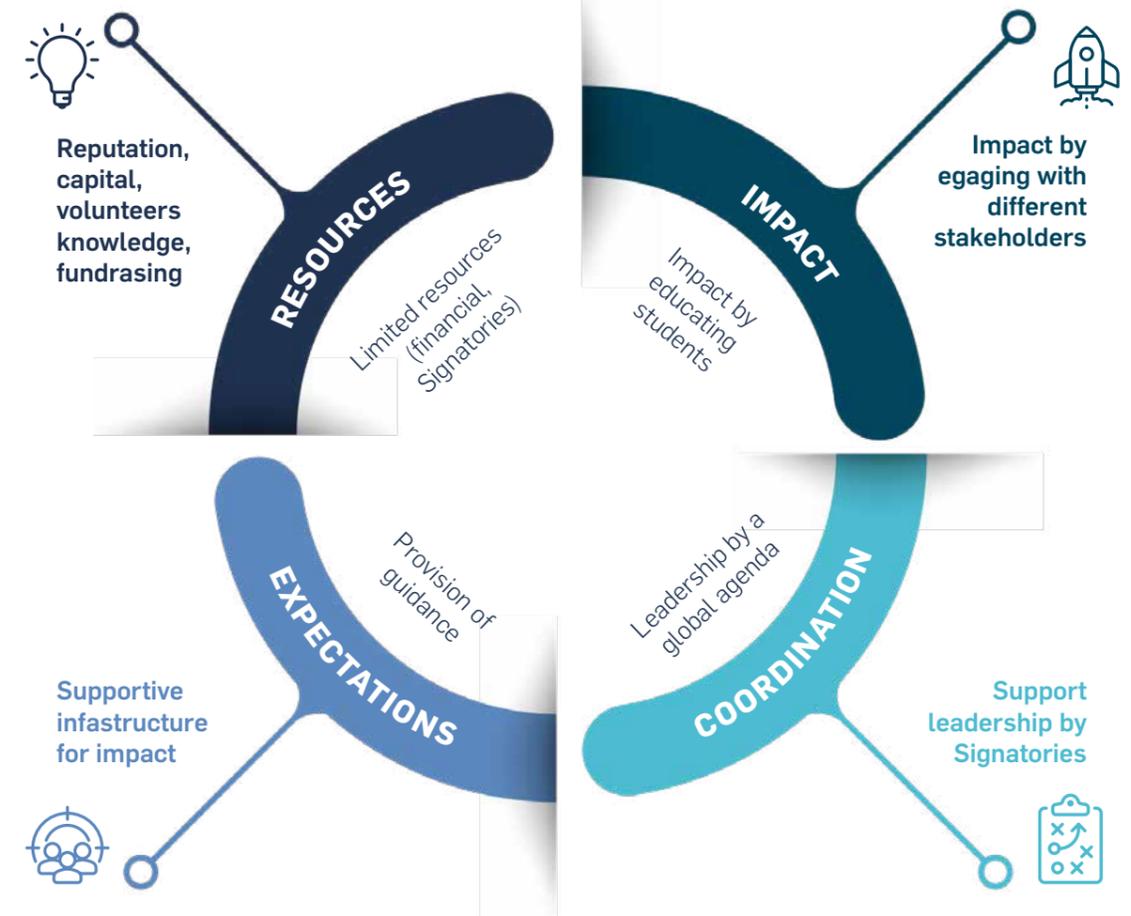
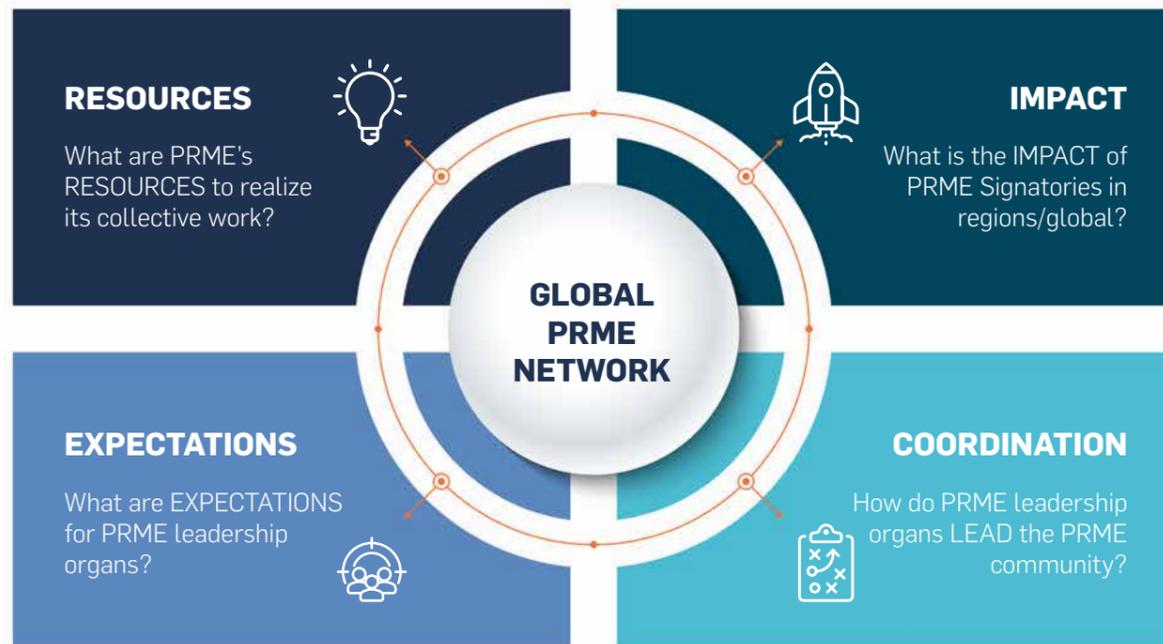
In 2021-22, six PRME Chapters and the PRME Secretariat were consulted and contributed to the research with the assistance of the VIVA Idea team. This process was conducted to answer the following fundamental question:

**How do we coordinate and advance the actions of all PRME Chapters to strengthen their regional impact and PRME's global impact?**

The different entities have positioned themselves within this reference space:

**PERSPECTIVE 1:** Education-centered and centralized structure focused on knowledge management

**PERSPECTIVE 2:** Stakeholder-centered and decentralized structure focused on collective action



## STRATEGIC OBJECTIVE

ESTABLISH A DECENTRALIZED ACTION-ORIENTED ORGANIZATION FOCUSED ON LOCAL CONTEXTS AND COLLECTIVE ACTION WITH A STRONG BACKBONE ORGANIZATION PROVIDING PROCESS GUIDANCE, A STRONG PRME BRAND & QUALITY ASSURANCE

The following strategic objective emerged from the data based on eight observations:

1. Chapters relate to PRME global by focusing on communication channels and platforms.
2. Chapters organize their work by strengthening the contextualized application of knowledge as well as the engagement with local stakeholders.
3. Chapters involve local PRME Signatory Members by focusing on knowledge exchange.
4. Five relevant trends in the context of PRME Global were strongly signaled: Access to resources, Sustainability, Digital Engagement, Sustainability in higher education institutions, and Climate change and green transition.
5. The PRME Secretariat's and the Chapters' definitions of impact are complementary.
6. All chapters and PRME Secretariat perceive a strong need for resources and understand that signatories need more substantial guidance. However, there is a need to clarify the intention of "Impact" and "Coordination."
7. Activity map between centralized and decentralized entities: How do we strengthen the exchange between Chapters and PRME Global?
8. The PRME Secretariat enjoys high legitimacy, whereas the chapters rely on guidance and quality assurance through a central entity.

We look forward to continuing to glean value from this process and express our greatest thanks to the Viva Idea team!

## PRME BOARD

As a global community with more than 800 signatories across 90 countries, PRME is governed by a diverse Board, which represents stakeholders from several entities that share a common goal of advancing PRME's mission. PRME Board members are experienced in and committed to responsible management, and always aim to maintain diverse representation with regard to gender, geography, experience, and more.

To advance PRME's impact, the PRME Board has addressed three main foci that support one other to increase progress and engagement: governance, identity, and growth.

### 1 GOVERNANCE

The PRME Board led PRME in both re-invigorating its governance mechanisms and re-inventing its programs and initiatives to increase institutional commitment, thought leadership, action, and engagement throughout its Signatory Members.

In 2022, the PRME Board focused on the SIP review, addressing that the SIP Reporting shall be a main strategic value proposition for PRME in advancing progress, setting direction, and benchmarking within and across business schools on the SDGs. Following Board recommendations, the SIP Impact Sub-Committee improved the SIP reporting criteria and process by focusing on simplification, context-sensitivity, relevance to SDGs, and data-analysis value.

### 2 IDENTITY

The PRME Board aimed to increase the sense of ownership among its Signatory Members and better clarify and communicate PRME's value proposition.

Throughout the year, the PRME Board highlighted that PRME offers legitimacy and community validation on SDGs for its Signatory Members to reflect and articulate their context-specific SDG focus and engagement through SIP Reporting. The Board was also influential in support of the PRME Commons, noting how PRME can provide local and global evidence of societal impact, strengthen student engagement, and develop joint knowledge/research and education programs with Business via the PRME Commons.

### 3 GROWTH

In 2022, the PRME Board encouraged the Secretariat to rethink how its impact is improved based on its global partnerships, including collaborations with global partners in the United Nations, UN Global Compact, and other organizations related to responsible management and sustainable development. The Board then developed concrete recommendations for PRME's growth strategies, including how to raise awareness, increase collaborations, and develop country-based strategies.

MARCH 2022	JUNE 2022	OCTOBER 2022
<p><b>6th PRME Board Meeting</b> Discussions on faculty development, trajectory of the i5 Project, and structures and discipline for PRME's financial sustainability</p>	<p><b>7th PRME Board Meeting</b> Announcement of the 1 million USD grant to develop the PRME Commons, introduction of new PRME Board Members, discussions on PRME Growth through regional engagement</p>	<p><b>8th PRME Board Meeting</b> First in-person meeting in NYC. Strategic discussions on PRME Growth, Value Proposition, and SIP Review. Request to establish a Principles Task Force for Principles Refresh</p>

# GLOBAL FORUM

## 2022 VIRTUAL PRME GLOBAL FORUM

The PRME Global Forum originated in 2008 as an event intended to bring together all of PRME's stakeholders: students, faculty, deans, board members, and others in discussion about the latest innovations and challenges in responsible management education.

2022 marked the 15th anniversary of PRME. To celebrate, the PRME community reflected on 15 years of impact while also looking ahead to the next 15 years of the PRME initiative.

The 2022 Global Forum saw 1,060 registrants and attendees from 75 countries. Facilitated by the PRME Secretariat in New York, the Global Forum presented 12+ hours of content with 100+ speakers split across 30+ sessions. Notably, speakers were gender-balanced and diverse in terms of nationality, age, personal and professional background, and more.

Key topics included:

- Collaboration and strategic alignment of PRME and the UN Global Compact for collective impact (global and local perspectives)
- Advancing management education in key priority areas including business and human rights, decent work, gender equality, climate change and sustainable finance amongst others
- Advancing strategic partnerships for impact and amplification
- Focus sessions for PRME Chapters, Working Groups, Deans, Champions, Students, Partners and more
- Student-led sessions on the value of sustainability-focused education and announcement of student-engagement initiatives
- Presentation of PRME Recognition Awards



## FACULTY AND STUDENT ORGANIZATION AWARDS

The awards presented at the 2022 Global Forum were aimed at sharing success stories and encouraging more students and faculty to actively participate in PRME activities.

To be eligible for the faculty award, faculty must have been engaged during the calendar year 2021 and early 2022 as either full-time, part-time or adjunct faculty. Selected programs must demonstrate integration of the SDGs by delivering outcomes that have collective benefit, support one or more of the Six Principles of PRME, and must have either received internal recognition within the business school or its affiliated university for contribution to the SDGs or must have received external recognition for contribution to the SDGs.

### Faculty Award Winner

#GrowYourBiz Township Entrepreneurs at Gordon Institute of Business Science, South Africa led by Kerrin Myres, Anastacia Mambolo, Sean Smith, and supported by Faiza Mallick and Mirriam Mashego

On behalf of the PRME Community, the PRME Secretariat thanks the 2022 PRME Faculty Award Review Committee:

- Swati Nagpal, La Trobe Business School
- Li Yang, Peking University
- Rumina Dhalla, Lang School of Business and Economics
- Mathias Falkenstein, Luiss Business School
- Mumbi Maria Wachira, Strathmore University Business School
- Luís Veiga Martins, Nova SBE
- Laura Steele, Queen's University Belfast
- Alec Wersun, Glasgow Caledonian University
- Christiane Molina, Escuela de Graduados en Administración y Dirección de Empresas (EGADE)
- Gustavo Loiola, PRME Secretariat

### Student Organization Award Winner

Green Origin Association, Zhejiang University, China

## 2022 PRME RECOGNITION FOR EXCELLENCE IN SIP REPORTING

Three awards for excellence in Sharing Information on Progress (SIP) Reporting were announced during the 2022 Global Forum. This process was coordinated by, and with great thanks to, Giselle Weybrecht, former Special Advisor to the PRME Secretariat. Reports were recognized for the quality of reporting, not the approaches reported on.

### First Time Reporters

Faculty of Business & Economics at Melbourne Business School, University of Melbourne, Australia

### Emerging Reporters

LUT University, Finland

### Established Reporters

Ivey Business School, Western University, Canada

On behalf of the PRME Community, the PRME Secretariat thanks the 2022 SIP Peer Review Committee (members noted below), including 15 faculty and 7 students from 13 countries.

### Faculty

- Divya Singhal, Goa Institute of Management, India
- Laura Steele, Queen's University Belfast, United Kingdom
- Mehran Nejati Ajibisheh, Edith Cowan University School of Business and Law, Australia
- Jill Bogie, Gordon Institute of Business Science, South Africa
- David Steingard, Haub School of Business, USA
- Eleanor Jehan, University of Applied Science of the Grisons, Switzerland
- Gustavo Adolfo Yepes Lopez, Universidad Externado de Colombia, Colombia
- Nick Pisalyapu, Sasin School of Management, Thailand
- Heather Ranson, Victoria University Business School, Canada
- Dilip Mirchandani, Rohrer College of Business, USA
- Nikodemus Solitander, Hanken School of Economics, Finland

- Kutlwano Ramabao, Graduate School of Business University of Cape Town, South Africa
- Emiliana R. Sarreal, Ramon V. del Rosario College of Business, Philippines
- Fara Azmat and Harsh Suri, Deakin Business School, Australia

### Students

- Rebecca Lake, University of New South Wales, Australia
- Shruti Verma, Deakin Business School, Australia
- Vasu Srivibha, Sasin School of Management, Thailand
- Nacho Vazquez, INSEAD, France/Singapore
- Annika Gnaedig, Edith Cowan University School of Business, Australia
- Caila Granderson, Rohrer College of Business, USA
- Duncan Waite, Haub School of Business, USA

### PRME Chapter Australia & New Zealand

PRME Chapter Australia & NZ played a pivotal role in leading the organisation of the Eastern Hemisphere sessions at the 2022 PRME Global Forum. With over 3 hours of programming, Rob Hales, Chair of PRME Chapter Australia & NZ, and Jackie King, Vice-Chair of the Chapter, developed session themes, consulted their Steering Committee for speaker suggestions, and gathered input from other Eastern Hemisphere Chapters to give a truly wide-ranging topical and geographical representation on the Global Forum stage. Some of the sessions covered social entrepreneurship, indigenous communities and RME, practicing inclusion, planetary boundaries and more.

## CHAPTERS

In 2022, PRME Chapters hosted dozens of meetings, webinars, competitions, and paper development workshops, among other impressive contributions to local engagement of the PRME membership base. In the meantime, the Secretariat developed plans for providing additional and novel ways to support Chapters, through the Global Chapter Council, exploring new models of funding by creating the Chapter Development Fund, and tailoring engagements like the PRME Global Chapter Forum to meet changing needs.

Conferences and other gatherings are an important part of the PRME community, especially post-COVID where we have learned to connect online more intentionally, and have found valuable opportunities to meet in person. The Chapters not only make PRME global events possible and successful. They have also added a host of programmatic activities, competitions, conferences, and more, to the PRME engagement portfolio, taking initiative to connect with colleagues from across their respective regions at a deeper and more meaningful level. A notable highlight of Chapter contributions in 2022 is the extensive resources and support provided for the PRME Global Forum. PRME Chapters Australia & New Zealand, India, ASEAN+, and MENA called

on their networks to help the Secretariat build an impactful Global Forum opening and programme for the Eastern Hemisphere Segment, including 3+ hours of programming, 10 sessions, and 40+ speakers.

In 2022, PRME launched a new Chapter initiative, the Chapter Annual Reviews (CARs), to take stock of the progress of Chapters each year and importantly to look ahead at the priorities and opportunities to come. With the Global Chapter Council and Secretariat facilitating and providing feedback, the CARs were formatted in group sessions to promote peer learning and knowledge exchange, address common challenges, and identify collaboration opportunities. The Chapter Annual Review submissions for 2023 have informed this PRME Annual Report, showcasing Chapter stories across the initiative's areas of engagement last year.

Overall, the Chapters remain the backbone of PRME and continue to strengthen the mission and vision of the initiative, bringing a tailored and local approach to responsible management education. The growth and development of Chapters in 2022 was exponential - while 2021 was focused on establishing new Chapters, 2022 was focused on capacity building and strengthening Chapters internally.



## GROWTH

### PRME WORKING GROUP ON ANTI-CORRUPTION

Building on the network of the PRME Anti-Corruption Working Group, the PRME Business Integrity Action Center (BIAC) at the University of Applied Sciences of the Grisons, Switzerland, in association with 'South-South 17: Education Alliance for Sustainable Development (EASD)' organized a series of workshops in hybrid mode in knowledge partnership with other EASD partner institutions on the theme 'Responsible Business Conduct in International Supply Chains' during February-March 2022. In India the partner institutions were Atmiya University, Rajkot; Blitz India Media, SDG Choupal and Nagrik Foundation; Regional College of Management, Bengaluru; and Mohan Lal Sukhadia University, Udaipur.

In addition, two hybrid workshops were organized in China, where the partner institutions were PRME signatories: Xi'an Jiaotong-Liverpool University, Sino-British College & Nottingham University Business School China.

The focus was to understand the practical issues in ensuring responsible business conduct in international supply chains with special emphasis on the supply chain partners operating in emerging economy contexts. The brainstorming sessions also identified challenges faced by the small and medium-sized enterprises. More than 100 different stakeholders including CEOs, entrepreneurs, ethics and compliance officers, consultants, journalists, academic leaders, and researchers participated in in-depth focus group discussions around the workshop's theme. Outcomes of the workshops were later presented during an international conference in October.

This was a unique cross-border knowledge initiative which helped in developing new perspectives on the capacity-building efforts needed for responsible business practices in international supply chains.

### PRME Chapter North America

As the largest PRME Chapter with 149 Signatory Members across Canada (34) and the United States (115), there are both challenges and opportunities in terms of outreach and engagement. Despite the large geographical coverage, PRME Chapter North America has established a strong core team of colleagues from 12 schools and universities to cover the territory. The Chapter took an invested approach of individually reaching out to non-communicating Signatory Members to re-engage them and offer support. This, among their other dedicated efforts, maintained the network's drive for impact in 2022. By the end of 2022, the Chapter had experienced the most growth of any PRME Chapter last year, with 8 new members joining the initiative.

## ECONOMICS OF MUTUALITY

In June, during the 2022 Virtual PRME Global Forum, PRME announced a new grant and partnership with the Economics of Mutuality (EoM) Foundation for a novel and multi-level technological platform to advance the speedy progression of business schools incorporating and reporting on responsible management and mutual value creation education.

The Economics of Mutuality is a business model and management innovation based on fifteen years of in-depth academic research and practical business application. It was initially developed and deployed within Mars, Incorporated in close partnership with Oxford University's Said Business School and other top academic institutions around the world.

EoM proposes an answer to the 'how to' question of stakeholder capitalism. It equips organizations to adopt an operational approach that is a more responsible and more complete form of capitalism based on mutual value creation with stakeholders rather than profit maximization for shareholders alone.

PRME and EoM are aligned in their purpose of transforming responsible management education to develop responsible decision makers capable of restoring broken relationships between companies, wider society, and the environment as well as advancing mutual prosperity. The three-year partnership, with an amount of approximately USD \$1 million, is timely amidst the growing introduction of new reporting frameworks for companies and PRME's revision of the Sharing Information on Progress (SIP) Reporting framework with the SIP Impact Sub-Committee.

The lack of a global platform to encourage inspiration, comparison and learning among business schools creates a gap in achieving the full potential of SIP Reports. The goal of the partnership with EoM is to develop the PRME Commons for global knowledge exchange and peer-learning on RME across countries, regions and issues, accelerating the journey towards responsible management education.

The platform has three purposes:

1. at the individual business school level: to nudge the growing community of PRME's network towards continuous progress (Layer 1);
2. at the business school sector level: to drive collective inspiration among PRME business schools across regions, countries, and the world with the goal of raising the bar on the issue areas underlying the Sustainable Development Goals (Layer 2) and
3. at the ecosystem level: to create institutional impact engaging the ecosystem around the business school sector (e.g. rankings, ratings, and accreditations will nudge and set new criteria for assessments and evaluations based on the examples and knowledge exchange in the 'commons' platform). This will change the status quo of successful "North" vis a vis "South" business schools and transform the dialogue of what constitutes "best practices" according to the diversity of schools, narratives, and industry examples within the platform (Layer 3).

As part of the initial strategy, we have started working with a group of schools from around the world, representing the diversity of our community, to pilot a new reporting methodology as shown on SIP page.

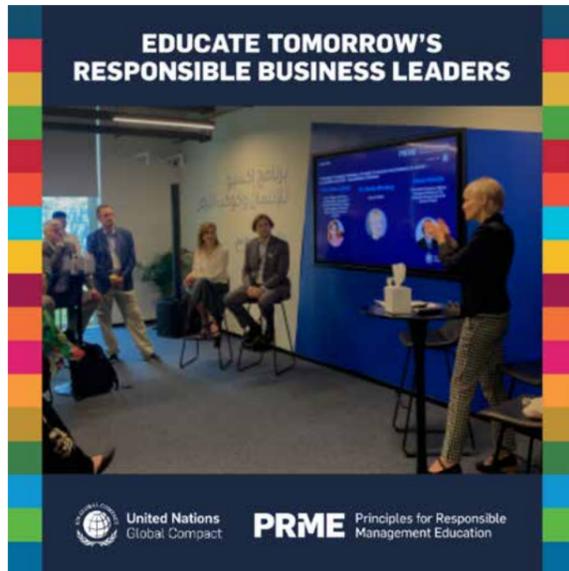
The next steps of the program consider the creation of the PRME Commons Advisory Board, Content Development Taskforce and Impact Curator Team.

# GLOBAL COMPACT

As a sister initiative of the UN Global Compact, PRME extends its mission of uniting business for a better world to the academic community and mobilizes not only today's business leaders, but tomorrow. 2022 was a year of tremendous collaboration between the UN Global Compact and PRME.

- It's Good for Business Campaign**  
 In a campaign designed to mobilize online communities in support of the Sustainable Development Goals, people had the opportunity to add their photo to a frame for the SDG they wished to advocate for. Frames included calls to actions like "Protect the Environment" and "Demand Peace" in support of oceans, world peace, the environment, labour rights, anti-racism, gender equality, anti-corruption, and more. PRME's frame, "Educate tomorrow's business leaders" was the third most popular frame among all options throughout the campaign.

- Transforming Education Summit**  
 Bringing together Global Compact Participants such as Microsoft, Google, IBM, Telefónica, Jacobs Foundation, Erandi Aprende, Pandora, Al Ghurair foundation, Tata Consultancy Services, and the LEGO Foundation.
- SIP Review Process**  
 PRME's Sharing Information on Progress (SIP) reports underwent a transformation similar to the UN Global Compact's Communication on Progress (COP) reports in 2022. Both reporting processes began the transition from freeform reporting to a structured survey. Learn more about this process in on pages 18-19 of this report.



# COMMUNICATIONS

As we reflect on a remarkable year of growth and progress, we are proud to have enhanced communications efforts at PRME in 2022. Central to our success was the appointment of a full-time Communications Coordinator, a pivotal step that propelled our engagement with stakeholders to new heights. This Secretariat member was able to develop communications initiatives that were tailored for various workstreams, which ensured our mission and values resonated with a global audience.

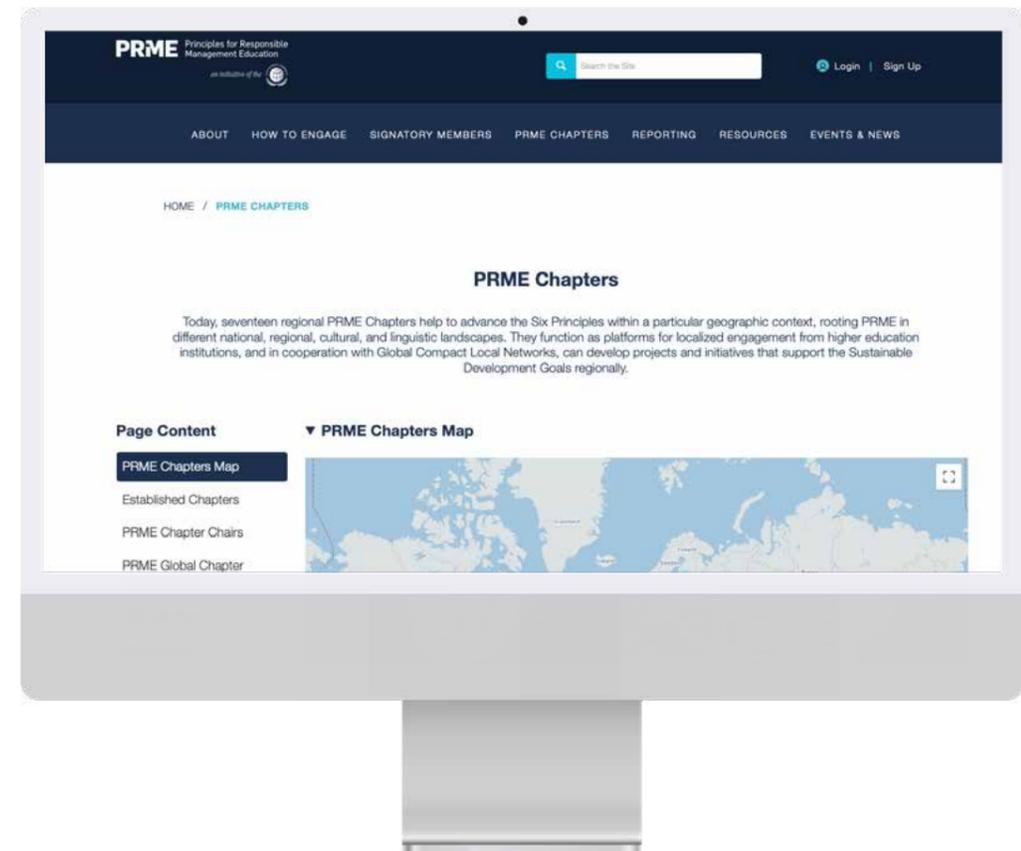
Recognizing the power of a strong brand, we invested substantial time and energy into crafting comprehensive branding guidance, marketing materials and one-pagers to share about our programmes, and video campaigns for our Impactful Five (i5) Project and Global Forum.

Our communications efforts also focused on maintaining consistent design practices for digital assets, redesigning many elements on PRME's website, and aligning Communications with the UN Global Compact.

By reinforcing our visual identity and messaging across all platforms, we cultivated a consistent and recognizable presence that instilled trust and confidence in our initiative.

Through various communication channels, we effectively disseminated knowledge, promoted collaborations, and inspired individuals and organizations to embrace responsible management education.

Looking forward, we remain steadfast in our commitment to advancing responsible management education worldwide. We will continue to leverage the power of effective communication to drive positive change, foster collaboration, and shape a more sustainable and responsible world.





## PRME BLOG

PRME's Blog, PRiME Time, posted six articles in 2022, covering a wide range of topics surrounding responsible management education. Some themes among this year's posts were including the Students' Voice in pursuits of responsible management education, with posts titled Time for inclusive RME: Bring in the students' voice and Introducing the Students' Voice – PRME Global Students; emerging needs in the RME space like social and emotional learning and new economic models through posts titled Rethinking failure: Bringing social and emotional learning to management curricula and Transforming economics to transform business practice: Imperative for the future; and lastly, asking provocative questions that aim to change the future of RME with posts titled How to Raise a Rebel Manager? and Are we educating leaders for a future that will not exist?.

Thank you to our guest authors for this year: Sandra Waddock, Debbie Haski-Leventhal, Irit Alony, Lars Moratis, Frans Melissen, Divya Singhal, Shruti Verma, Satoko Hagino, Jie Yang, Emjay M. Brizuela, Akshitha Menon, and Oliver Laasch, as well as our Co-Editors in Chief: Lars Moratis and Frans Melissen.

## WEBSITE DEVELOPMENT

To reach its global audience, PRME relies on its internet presence to communicate its purpose, history, events, news, and community. This year, UNPRME.ORG underwent many updates to serve this purpose in new capacities. By collaborating with Brand Industry's team of designers and developers, PRME has improved its website's user experience and provided more value to our community.

One of the updates focused on the PRME Chapters page format, which now has a more organized layout that makes it easy to find information about PRME Chapters and their activities, governance, and more. Now, chapter pages also feature a comprehensive list of PRME Signatory Members in each chapter.

The Board page has also been updated to not only reflect the current members of the PRME Board and their roles but also added space to highlight each member's prestigious background and contributions to the PRME initiative.

The website's search feature has been redesigned to be more intuitive and responsive. The new search function allows users to quickly find relevant information on the website, making it easier to navigate and find the information they need.

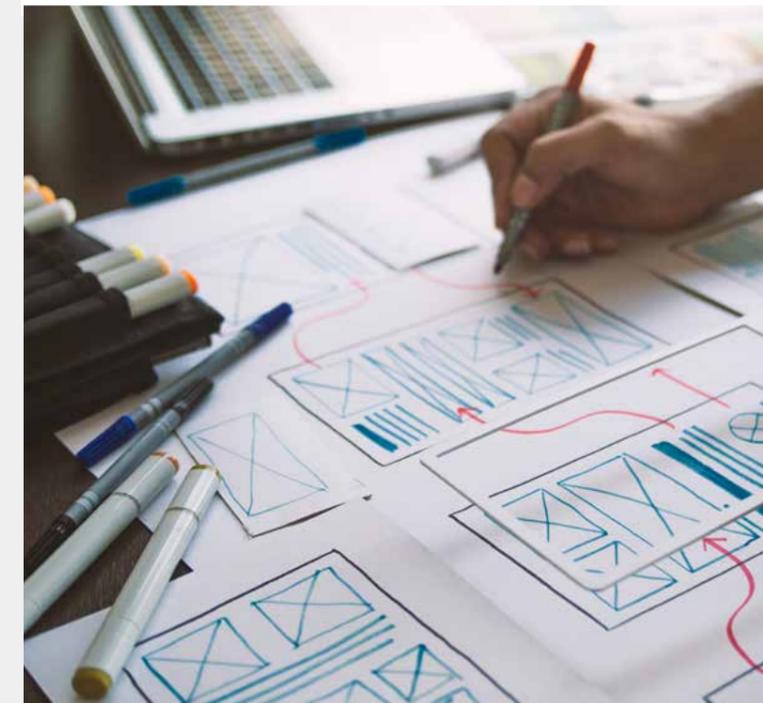
A new PRME Global Students (PGS) page has also been optimized on the website, providing more information and better organization of resources for all audiences interested in PGS. We are now able to highlight the amazing students who contribute to the PGS movement as Regional Leaders and Taskforce Coordinators.

Lastly, our website proudly features a 'Partners' page now that highlights many of the tremendous organizations and foundations that PRME collaborates with in different capacities. This includes Strategic Partners that directly influence PRME's programming and offerings, Thought Leadership and Media Partners, and Research, Knowledge, Technology, and Data Partners.

In conclusion, these updates make PRME's website more intuitive, informative, and user-friendly, providing more digestible information for the wider community.

### PRME Working Group on Anti-Poverty

This year the Anti-Poverty Working Group developed a homepage and online repository tailored to its activities (<http://www.antipovertywg.com>). The overall goal of the repository is to provide management education students, professors and researchers with curated materials that explore global efforts to eradicate poverty. Our website/repository brought together, for the first time, the Anti-Poverty Toolkit developed by working group member Tay Keon Tang and his students from Radford University (USA), an archive of all the Working Group updates, links to organizations dealing broadly with responsible management and poverty, as well as current working group projects. The repository also has a dedicated section to the scholarship of Anti-poverty working group members, a unique resource that both recognizes member scholarship and centralizes access to their achievements. When the new website was unveiled at the 9th responsible Management Education Research Conference in Innsbruck, (September 2022), Arvind Ashta, Professor of Finance, Burgundy School of Business, spontaneously exclaimed: "This landing page is so beautiful and having our own website is so essential. Good job!"



# COMMUNITY & RESOURCES



The many activities this year by PRME Chapters, Working Groups, Champions, PRME Global Students, and all of the members of the PRME community around the world have been inspiring and encouraging. This work would not be possible without the support of all of you and the many resources needed to continue this initiative.

This section describes some of the people and resources that contributed to making PRME one of the most important and impactful global business school networks and helped to advance the Sustainable Development Goals by setting a global tone for responsible management education in 2022.

# PRME SIGNATORY MEMBERS





# PEOPLE OF PRME

## PRME SECRETARIAT & INTERNS



**Mette Morsing**  
Head



**Meredith Storey**  
Senior Manager,  
Impactful 5 (i5) Project



**Luisa Murphy**  
Senior Manager,  
Global Impact



**Nikolay Ivanov**  
Senior Manager, Strategy &  
Governance



**Gustavo Loiola**  
Manager,  
Impactful 5 (i5) Project



**Paulo Speroni**  
Manager, Strategy,  
Governance & Innovation



**Sianne Powe**  
Coordinator, Communications



**Sophie Kacki**  
Manager, Engagement



**Ye Huang**  
Coordinator, Leadership  
Development



**Isak Axelson**  
Intern



**Adam Bowling**  
Intern

## PRME BOARD

### General PRME Board Members



**Ilian Mihov**  
Chair, PRME Board  
Dean, INSEAD



**Tima Bansal**  
Vice Chair, PRME Board  
Founder, Network for Business  
Sustainability



**Andrew Karolyi**  
Charles Field Knight Dean,  
Cornell SC Johnson College of  
Business, Cornell University



**Abdullahi Alim**  
Project Manager, The Davos  
Lab, Global Shapers Community



**John Goodwin**  
Chair, PRME (i5) Advisory Board;  
Executive Chairman



**Ann Harrison**  
Dean, Haas School of Business,  
University of California,  
Berkeley



**Norman Arruda Filho**  
President, ISAE Brazilian



**Assylbek Kozhahmetov**  
President and Founder, Almaty  
University



**Ajit Parulekar**  
Director, Center For Social  
Sensitivity and Action, Goa  
Institute of Management



**Paul Polman**  
Co-Author of "Net Positive",  
CEO, Unilever (2009-19), Co-  
Founder, IMAGINE



**Bruno Roche**  
Founder & Executive Director,  
Economics of Mutuality



**Sobhi Tawil**  
Director of Sector Future  
of Learning and Innovation,  
UNESCO



**Jim Walsh**  
Former President, Academy of  
Management

## PRME Nomination & Governance Committee



**Elisabeth Fröhlich-  
Glantschnig**  
Professor of Strategic Supply  
Management, CBS International  
Business School



**Haifeng Huang**  
Deputy Secretary-General, Asia  
Education Forum



**Sophie Charrois**  
Co-President, oikos  
International



**Urs Jäger**  
Associate Professor, INCAE  
Business School; Executive  
Director, VIVA Idea



**Belinda Gibbons**  
Senior Lecturer, University of  
Wollongong

## PRME Finance and Risk Committee



**Andrew Main Wilson**  
CEO, AMBA & BGA



**Enase Okonedo**  
Vice-Chancellor, Pan-Atlantic  
University



**Jikyeong Kang**  
President and Dean, Asian  
Institute of Management



**Ranjan Banerjee**  
Dean, BITSoM

**SUB-COMMITTEES**

**PRME SIP Impact Sub-Committee**



**Wilfred Mijnhardt**  
Policy Director, Rotterdam School of Management, Erasmus University



**Molly MacEachen**  
Sustainability Analyst, Sustainability & ESG Services, Deloitte Audit & Assurance, Deloitte & Touche LLP



**Jim Walsh**  
Former President, Academy of Management



**Katell Le Goulven**  
Executive Director, Hoffmann Global Institute for Business and Society at INSEAD



**Dr. Mette Morsing**  
Head of PRME, United Nations Global Compact



**Alec Wersun**  
PRME Global Chapter Council; Associate Professor, Glasgow School for Business & Society



**Antonio Hautle**  
Executive Director, Global Compact Network Switzerland & Liechtenstein



**Dilip Mirchandani**  
Professor of Management, Rohrer College of Business, Rowan University



**Giselle Weybrecht**  
Consultant, Excellence in SIP Reporting Awards



**Dagmar Langeggen**  
Director, Library and Learning Center at Norwegian Business School



**Heather Ranson**  
Associate Teaching Professor, Associate Director for the Centre for Social and Sustainable Innovation



**Louise Whittaker**  
Executive Director, Academic Programmes, The University of Pretoria's Gordon Institute of Business Science



**Divya Singhal**  
Professor of Management; Chairperson, Center for Social Sensitivity & Action, Goa Institute of Management

**Chapter Review Sub-Committee**



**Elisabeth Fröhlich-Glantschnig**  
Professor of Strategic Supply Management, CBS International Business School



**Chandrika Parmar**  
ExPeg India



**Victoria Gonzalez**  
Professor, CETYS Mexicali; Chair, PRME Chapter Latin America & Caribbean (LAC)



**Alec Wersun**  
PRME Global Chapter Council; Associate Professor, Glasgow School for Business & Society

**CHAPTER CHAIRS & STEERING COMMITTEES**

**PRME Chapter Chairs**



**Dr. Robert Hales**  
Chapter Australia & New Zealand



**Dr. Mikołaj Pindelski**  
Chapter Central & Eastern Europe



**Dr. Agnieszka Domańska**  
Chapter Poland



**Matteo Mura PhD**  
Chapter Italy



**Caroline Aggestam Pontoppidan, PhD**  
Chapter Nordic



**Dr. Yaprak Anadol**  
Chapter Middle East



**Luis Veiga Martins**  
Chapter Iberia



**Dr. Lisa Fröhlich**  
Chapter DACH (Germany, Austria, Switzerland)



**Dr. Chandrika Parmar**  
Chapter India



**Flávio Hourneaux Jr., PhD**  
Chapter Brazil



**Dr. Liz Collier**  
Chapter North America



**Dr. Jonathan Louw**  
Chapter UK & Ireland



**Gustavo A. Yepes López**  
Chapter Latin America & Caribbean



**Priya Sharma**  
Chapter ASEAN+



**Aigerim Kaumenova**  
Chapter Eurasia



**Dr. Sherwat Elwan Ibrahim**  
Chapter Africa



**Dr. Krista Finstad-Milion**  
Chapter France & BeNeLux

## CHAPTER CHAIRS &amp; STEERING COMMITTEES

## PRME Chapter Steering Committees

## Chapter Africa

**Chair:** Prof. Sherwat Elwan Ibrahim, American University in Cairo  
**Secretary:** Dr. Jill Bogie, Gordon Institute of Business Science  
**Vice-Chair:** Dr. Mumbi Maria Wachira, Strathmore University  
 Dr. Hagar Samir Adib, the German University in Cairo  
 Dr. Amadou Camara, Euclid University  
 Prof. Manal El Abboubi, HEM Business School  
 Prof. Hadia Fakhr ELDin, the British University in Egypt  
 Dr. Muhammad Ikram, Al Akhawayn University  
 Prof. Judy Muthuri, Nottingham University Business School  
 Dr. Cobus Oosthuizen, Milpark Business School

## PRME Chapter ASEAN+

**Chair:** Priya Sharma, Monash University Malaysia  
**Vice-Chair:** Vasu Srivibha, Sasin School of Management  
**Secretary:** Prof. Benito Teehankee, RVR College of Business  
**Steering Committee:**  
 Dr. Lin Woong Leong  
 Melia Famiola, Institut Teknologi Bandung  
 Dr. Emilina R. Sarreal, RVR College of Business  
 Nelson B. Guillen Jr  
 Viek Pratama  
 Associate Prof. Nattavud Pimpa

## PRME Chapter Australia &amp; New Zealand

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**Co-Chair:** Dr Jackie King  
**Steering Committee:**  
 Harsh Suri, Deakin University  
 Mehran Nejati, Edith Cowan University  
 Belinda Gibbons, University of Wollongong  
 Shruti Verma, Deakin University  
 Fara Azmat, Deakin University  
 Sasha Maher, University of Auckland  
 Shahnaz Naughton, Victoria University  
 Chamila Perera, Swinburne University of Technology  
 Mansi Mansi, University of Tasmania  
 Ranjit Voola  
 Joya Kemper, University of Canterbury  
 Giselle Weybrecht, Special Advisor of PRME

## PRME Chapter Brazil

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**Secretary:** Priscila da Paz Vieira & Ana Carolina Jamur Dubas, Sistema Fiep  
**Steering Committee:**  
 Ivete Rodrigues, FIA  
 Sistema Fiep  
 Wesley K. Silva, Unicesumar

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**Chair:** Mikolaj Pindelski, SGH  
**Vice-Chair:** Dusan Kucera, VSE

## PRME Chapter DACH

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**Vice-Chairs:** Regina Obexer, MCI Innsbruck & Christian Baumgartner, FGHR  
**Steering Committee:**  
 Ruth Areli Garcia-Leon, Ostfalia University of Applied Sciences  
 Roman Mesicek, IMC  
 Alexander Herzner, Ostbayrische Technische Hochschule

## PRME Chapter Eurasia

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**Vice Chair:** Bermet Tursunkulova, PhD, American University in Central Asia  
**Secretary:** Evgeniya Pashkevich, Cand.Sc., IBS RANEP  
**Steering Committee:**  
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 Brendan Duprey, PhD, NARXOZ University  
 Marzhan Berniyazova, KIMEP University  
 Elvin Mejidov, Academy of the State Customs Committee of Azerbaijan  
 Irene Melua, MBA, Caucasus University  
 Irina Lyskovich, MBA, Business School XXI Century-Consult

## PRME Chapter France &amp; Benelux

**Chair:** Krista Finstad-Milion, ICN BS  
**Steering Committee:**  
 Emma Avetisyan, Audencia  
 Kim Ceulemans, TBS  
 Hermina Kooyman, Maastricht U  
 Ingrid Molderez, KU Leuven  
 Eva Rood, RSM  
 Dorian Simon-Meslet, Kedje  
 Frederic Dufays, U Liège

## PRME Chapter Iberia

**Chair:** Luís Veiga Martins, NOVA School of Business Economics (Portugal)  
**Vice-Chair:** Marcos Eguiguren, UPF  
 Barcelona School of Management (Spain)  
**Steering Committee:**  
 Ana Sofia Rodrigues and Ana Teresa Oliveira, IPVC (Portugal)  
 Helena Jerónimo, ISED - Universidade de Lisboa (Portugal)  
 Ana Simaens, ISCTE Business School (Portugal)  
 Daniela Afonso, NOVA School of Business Economics (Portugal)

## PRME Chapter India

**Chair:** Chandrika Parmar, SPJIMR  
**Steering Committee:**  
 Angshuman Hazarika, IIM Ranchi  
 Ishwar Haritas, TAPMI  
 Purnima Venkat, TAPMI  
 Sreerupa Sengupta, GIM  
 Vineeta Roy, BIMTECH  
 Varun Chotia, Jaipuria Institute, Jaipur  
 Aditya Singh, Athena, Mumbai

## PRME Chapter Italy

**Chair:** Matteo Mura, Bologna Business School  
**Co-chair:** Toloue Miandar, Bologna Business School  
**Steering Committee:**  
 Bocconi School of Management  
 Luiss Business School  
 Ca' Foscari University of Venice  
 Politecnico di Milano School of Management  
 Cattolica University  
 Sant' Anna School of Advanced Studies - Pisa

## PRME Chapter LAC

**Chair:** Gustavo Yepes López, Universidad Externado De Colombia  
**Co-Chair:** Victoria González Gutiérrez, CETYS  
**Steering Committee:**  
 Norman Arruda Filho, ISAE Brasil  
 Consuelo García de la Torre (RIP), EGADE  
 Patricia Stuart, Universidad De Lima  
 Virginia Lasio, ESPOL  
 Felipe Pérez, INCAE  
 Maritza Arbaiza Ríos, GAIA Business School  
 Alfredo Estrada Merino, Universidad de Lima  
 Christiane Molina, EGADE  
 Jorge Andrés Rodríguez R., ESPOL  
 Diego González, UN Global Compact

## CHAPTER CHAIRS &amp; STEERING COMMITTEES

## PRME Chapter Steering Committees

## PRME Chapter MENA (now Middle East)

**Chair:** Yaprak Anadol, University of Dubai, UAE  
**Vice-Chair:** Shihanah AlMutairi, American University of Kuwait, Kuwait  
**Secretary:** Nada Naufal, American University of Beirut, Lebanon  
**Steering Committee:**  
 Jeremy B Williams, Zayed University  
 Agata Stachowicz-Stanusch, Canadian University Dubai  
 Islam Faisal, Al Falah University  
 John Katsos, American University of Sharjah  
 Yusra Jamjoom, University of Business Technology  
 Hessa Al-Fadhel, University of Bahrain

## PRME Chapter Nordic

**Chair:** Caroline Aggestam Pontoppidan, Copenhagen Business School  
 Anders Sandoff Ph.D, University of Gothenburg  
 Samuel Petros Sebhatu Ph.D, Karlstad University  
 Caroline Ditlev-Simonsen Ph.D, BI Norwegian Business School  
 Nikodemus Solitander Ph.D, Hanken School of Economics  
 Jan Hermes D.Sc, Oulu University  
 Karin Alm Econ. Lic., Ph.D Candidate, Kristianstad University  
 Guénola Abord-Hugon Nonet Ph.D, Jönköping International Business School  
 Stefan Wendt PhD, Bifröst University

## PRME Chapter North America

**Chair:** Elizabeth Collier, Dominican University  
**Vice-Chair:** Rumina Dhalla, University of Guelph  
**Steering Committee:**  
 Cathy DuBois, Kent State University  
 Margaret Goralski, Quinnipiac University  
 Janet Hale, Texas State University  
 Melissa Intindola, Bucknell University  
 Margaret McKee, St. Mary's University  
 Heather Ranson, University of Victoria  
 David Steingard, St. Joseph's University  
 Ali Taleb, MacEwan University  
 Vana Zervanos, St. Joseph's University  
 Kent Williams, Dalhousie University

## PRME Chapter Poland:

**Chair:** Agnieszka Domańska, Warsaw School of Economics (SGH)  
**Vice-Chair:** Prof. Dariusz Kielczewski, University of Białystok  
**Steering Committee:**  
 Maria Pietrzak, Ph.D., Warsaw School of Economics (SGH)  
 Monika Sady, Ph.D., Cracow University of Economics  
 Prof. Dariusz Kielczewski, University of Białystok  
 Prof. Joanna Kostecka, University of Rzeszów  
 Dr. Maria Pietrzak, Warsaw School of Economics (SGH)  
 Prof. Ing. Joanna Ejdyś, Białystok University of Technology

Dr. inż. Mirosława Witkowska-Dąbrowska, University of Warmia and Mazury  
 Associate Prof. Wojciech Zysk, Cracow University of Economics  
 Associate Prof. Barbara Kryk, University of Szczecin  
 Barbara Pawłowska, PhD, D.Sc, University of Gdańsk  
 Beata Grobelna, Assoc. Prof., PhD D.Sc., University of Gdansk  
 Anna Moraczewska, PhD, Maria Curie-Skłodowska University  
 Prof. Bożena Ryszawska, Wrocław University of Economics  
 Associate Prof. Paweł Mielcarek, The Poznań University of Economics and Business

## PRME Chapter UK &amp; Ireland

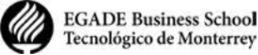
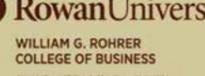
**Chair:** Dr Jonathan Louw, Oxford Brookes University  
**Vice-Chair:** Professor Natascha Radclyffe-Thomas, Glasgow Caledonian University  
**Treasurer:** Nishat Azmat, University of Birmingham  
**Steering Committee:**  
 Dr. Rachel Welton, Nottingham Trent University  
 Dr. Sheila Killian, University of Limerick  
 Dr. Steve Kenzie, Global Compact UK Network  
 Dr. Alex Hope, Northumbria University  
 Dr. Fatima Annan-Diab, Kingston University, London



PRME WORKING GROUPS - CHAIRS

 <b>Professor Dorothee Baumann-Pauly</b> Co-Chair, PRME Working Group on Business & Human Rights	 <b>Professor Milenko Gudic</b> Co-Chair, PRME Working Group on Anti-Poverty	 <b>Megan Kashner</b> Co-Chair, PRME Working Group on Sustainable Finance
 <b>Professor Michael Posner</b> Co-Chair, PRME Working Group on Business & Human Rights	 <b>Professor Al Rosenbloom</b> Co-Chair, PRME Working Group on Anti-Poverty	 <b>Professor Maureen Kilgour</b> Chair, PRME Working Group on Gender Equality
 <b>Dr. Christina Bache</b> Co-chair, PRME Working Group on Business for Peace	 <b>Dr. Christian Hauser</b> Chair, PRME Working Group on Anti-Corruption	 <b>Professor Michael Posner</b> Chair, PRME Working Group on Humanistic Management
 <b>Professor Robert Sicina</b> Co-Chair, PRME Working Group on Business for Peace	 <b>Professor Jaap Bos</b> Co-Chair, PRME Working Group on Sustainable Finance	 <b>Mary Grace Neville</b> Co-Chair, PRME Working Group on Sustainability Mindset
 <b>Dr. Alex Hope</b> Co-Chair, PRME Working Group on Climate Change and Environment	 <b>Professor Dave Chen</b> Co-Chair, PRME Working Group on Sustainable Finance	 <b>Isabel Rimanoczy</b> Co-Chair, PRME Working Group on Sustainability Mindset
 <b>Professor Petra Molthan-Hill</b> Co-Chair, PRME Working Group on Climate Change and Environment		

CHAMPIONS 2020-2022

## PGS REGIONAL LEADERS & TASKFORCE COORDINATORS

### Regional Leaders 2022-2023



**Natalia Martínez Rugeles**  
Latin America



**Yu-Hao Hsu**  
East and Southeast Asia



**Taqwa Elforjani**  
Western Europe



**Vinati Konda**  
North America



**Siddharth Chauhan**  
Central and South Asia



**Bassem Eliwa**  
Middle East and North Africa



**Brendon Munashe Mahere**  
Africa



**Navruz Erkaev**  
Eurasia



**John Lee Jun Yang**  
Oceania

### Regional Leaders 2021-2022



**Anna Kurth**  
Western Europe



**Alice Félix da Silva**  
North America



**Li Yang (Marco)**  
East and Southeast Asia



**Kristina Trukhina**  
Eurasia



**Rakeli Njoki Kuria**  
Africa



**Jahnavi Doshi**  
Middle East and North Africa



**Sofía Martínez Grijalva**  
Latin America



**Yash Shukla**  
Central and South Asia



**Shruti Verma**  
Oceania

### Taskforce Coordinators 2022-2023



**Shivani Narvekar**  
Coordinator, Journey4Impact



**Mary Besar**  
Coordinator, PGS Talks



**Satoko Hagino**  
Co-coordinator, Student Voice at the PRME Blog



**Saiyam Jain**  
Coordinator, PGS Newsletter



**Diana Rebelo Rodriguez**  
Co-coordinator, PGS Ambassador Program



**Emjay M. Brizuela**  
Co-coordinator, Student Voice at the PRME Blog



**Huijin Ju**  
Coordinator, PGS Careers



**Léa Hein**  
Co-coordinator, PGS Ambassador Program



**Nguyen Thi Phuong Thao**  
Coordinator, Social Media

## PRME GLOBAL CHAPTER COUNCIL (GCC)



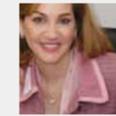
**Morris Mthombeni**  
South Africa



**Christiane Molina**  
Mexico



**Alec Wersun**  
United Kingdom



**Dima Jamali**  
United Arab Emirates

## 15 ADVISORY BOARD



**John Goodwin**  
Master of Ceremonies for GF23; Chair, PRME (i5) Advisory Board; Executive Chairman, The Learning Economy Foundation



**Daniel Wilson**  
Director, Project Zero at Harvard Graduate School of Education



**Maxime Lakat**  
Executive Director, Re-Generation



**Bruno Roche**  
Co-author "Purpose into Practice: the Economics of Mutuality"; Former Chief Economist, Mars Incorporated



**Juvencio Maeztu**  
Deputy CEO, Management Board Member and CFO of Ingka Group (IKEA)



**Morris Mthombeni**  
Dean, Gordon Institute of Business Science



**Caryn Beck-Dudley**  
CEO, AACSB



**Gregor Halff**  
Dean of Social Sciences, Vrije Universiteit



**Haifeng Huang**  
Deputy Secretary-General, Asia Education Forum



**Charmian Love**  
Global Director of Advocacy at Nature&Co



**Andy Hoffmann**  
Holcim (US) Professor of Sustainable Enterprise, University of Michigan



**Ranjan Banerjee**  
Dean, BITSoM



**Chip Bergh**  
President & CEO, Levi Strauss



**Soumitra Dutta**  
Dean, Saïd School of Business, University of Oxford



**Sherwat Elwan Ibrahim**  
Associate Prof. at the American U in Cairo & Chair of PRME Chapter Africa



**Elizabeth Collier**  
Professor of Ethics, Brennan School of Business, Dominican University



**Jonathan Louw**  
Chair, PRME Chapter UKI

### WORLD TOUR ORGANIZING COMMITTEE



**Andrew Crane**  
Chair of the Organizing Committee (UK)



**Kathleen Rehbein**  
Organizing Committee Member (USA)



**Premilla D'Cruz**  
Organizing Committee Member (India)



**Scott Taylor**  
Organizing Committee Member (UK)



**Ivan Montiel**  
Organizing Committee Member (USA)

### PRME PARTNERS

#### Strategic Partners



**LEGO Foundation**  
Denmark



**Economics of Mutuality Foundation**  
Switzerland



**Viva Idea**  
Costa Rica

#### Thought Leadership and Media



**The Association to Advance Collegiate Schools of Business**  
United States



**Association of MBAs (AMBA)**  
United Kingdom



**Central and East European Management Development Association (CEEMAN)**  
Slovenia



**The Latin American Council of Management Schools (CLADEA)**  
Peru



**MBA International Business**  
Peru

#### Research, Knowledge, Technology, and Data Partners



**Project Zero**  
United States



**Sulitest**  
France



**Responsible Research in Business & Management**  
Afghanistan



**Global Business School Network (GBSN)**  
United States



**Positive Impact Rating**  
Switzerland



**Impact & Sustainable Finance - Faculty Consortium at Kellogg**  
United States



**Journal of Business Ethics**  
Switzerland



**Business & Society**  
United Kingdom



**Brand Industry**  
Mexico



**Aim2Flourish**  
United States

# FINANCES

INCOME	
PRME Signatory Member Service Fee (excl. Champions)	552,375
PRME Champion Administrative Fee	96,612
PRME Champion Service Fee (highest tier)	56,970
<b>Total Contributions (Sig. &amp; Champions)</b>	<b>705,957</b>
Sponsorships	35,500
Events Profit	-
PRME Administrative Overhead (income from LEGO)	150,000
PRME Administrative Overhead (income from EoM)	-
Other Income	-
<b>PRME Core Income</b>	<b>891,457</b>

EXPENSES	
Personnel (FGC Employees, UN Staff, + Consultants and ICs)	493,760
Sub-Contractors	6,000
<b>Total Salaries</b>	<b>499,760</b>
Events & Conference Services	18,000
Travel	18,600
Occupancy & Office	-
Marketing, IT & Telecomms	34,474
Communications & Outreach	-
Administrative Fees	74
Chapter Development Fund (10%)	67,053
Miscellaneous/Other Expenses	109
<b>PRME Core Expenses</b>	<b>638,070</b>

LEGO Foundation's (i5) Grant	
LEGO Foundation's (i5) Grant	1,971,000
<b>Total (i5) Income</b>	<b>1,971,000</b>
(i5) Personnel (including Consultants & ICs @ PRME Sec.)	403,700
(i5) Sub-Contractors	406,391
(i5) Travel	139,151
(i5) Events & Conferences	10,000
(i5) Marketing, IT & Telecomms	78,101
(i5) Programmatic Funding for Chapters	249,000
Foundation for the Global Compact Administrative Overhead	100,000
PRME Administrative Overhead	150,000
(i5) Other/Miscellaneous Expenses	-
<b>Total (i5) Expenses</b>	<b>1,536,343</b>

Economics of Mutuality Grant	
Economics of Mutuality Grant	27,500
<b>Total EoM Income</b>	<b>27,500</b>
EoM Personnel	-
EoM Sub-Contractors	-
EoM IT	-
Foundation for the Global Compact Administrative Overhead	-
<b>Total EoM Expenses</b>	<b>-</b>
<b>Total Expenses incl. (i5) Grant</b>	<b>2,174,413</b>
<b>Core PRME Budget Operating Surplus/(Deficit)</b>	<b>253,387</b>
Operating Surplus/(Deficit) incl. grants	715,544
Reserve at beginning of year	351,424
<b>Cash Reserve at end of year</b>	<b>604,811</b>

## PAYMENTS BY SIGNATORIES

CHAMPIONS	
Institution	Amount (USD)
Audencia Nantes School of Management	6200
Copenhagen Business School	6180
Deakin University, Faculty of Business and Law	6200
Department of Business Administration and Work Science - Kristianstad University	6180
EGADE, Graduate School of Business Administration and Leadership	3200
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La Trobe Business School	6200
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Nova School of Business and Economics	3200
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School of Business, Government, and Economics - Seattle Pacific University	3200
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T A PAI Management Institute	3200
The School of Business, Economics and Law at University of Gothenburg	6180
University of Applied Sciences of the Grisons (FHGR)	6182
University of Cape Town Graduate School of Business	4800
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ZHAW School of Management and Law	6182

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Zhejiang University School of Management	1900

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Bentley University	1899
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Birmingham City Business School	1899
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Cardiff Business School	1899
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Cheung Kong Graduate School of Business	1899
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College of Business, Colorado State University	1899
Cornell SC Johnson College of Business	1899
Curtin University	1899
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Ecole de Management de Normandie	1899
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Edinburgh Business School	1879

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Haskayne School of Business	1899
HEC Paris	1879
Henley Business School	1899
HKUST Business School	1899
Hochschule Fresenius - University of Applied Sciences	1874
Hult International Business School	1899
IESE Business School	1859
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IPAG Business School	1884
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