

PRME

ANNUAL REPORT

2025



PRME Principles for Responsible Management Education

an initiative of the 



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INTRODUCTION

LETTER FROM THE UN GLOBAL COMPACT

The challenges shaping our world—from climate instability and nature loss to deepening inequalities, rapid technological change, and geopolitical uncertainty—demand a new generation of business leaders who can navigate complexity with integrity, courage, and long-term value creation. The choices business leaders make in the coming years will determine whether we collectively accelerate progress toward the Sustainable Development Goals or fall further behind.

That is why PRME, the United Nations Global Compact initiative for business and management education, remains a strategic investment in the future of responsible business. By equipping business and management schools to embed the Principles of PRME across teaching, research, partnerships, and institutional practice, PRME helps shape the leadership capabilities that companies and societies need: systems thinking, ethical judgment, inclusive decision-making, and the ability to translate sustainability ambition into measurable action.

Across PRME's global community, educators and business school leaders strengthened the foundations of responsible management education through reinvigorated Chapters, refreshed Working Group governance, and a maturing Champions cohort that advanced collective inquiry and practical outputs—including the PRME Champions Manifesto on SDG 4.

PRME's convening power continued to grow with Responsible Management Education Week in June in New York, hosted in collaboration with the Cornell SC Johnson College of Business. The week brought together educators, students, and leaders committed to accelerating progress through education, culminating in the PRME Global Forum, which welcomed more than 240 participants under the theme, "Community and Commitment to Advance Global Responsibility."

PRME's impact in 2025 was also powered by students and youth leadership. PRME Students evolved to better serve a broader student audience, including a first-ever PRME and UN Global Compact youth delegation to the UN General Assembly; an expanded mentorship programme pairing 60 mentees with 30 mentors; and a COP30 programme that engaged more than 1,200 students from over 100 countries through a multi-month learning series, culminating in youth participation at COP30 in Belém.

At the United Nations Global Compact, we are entering a new strategic chapter. In 2026, we will begin to implement our 2026–2030 Strategy—focused on three interconnected priorities: Equip Companies to Act, Catalyze Collective Action, and Advance the Business Case for sustainability. This strategy recognizes a defining truth of our time: sustainability and business performance are inseparable, and long-term competitiveness depends on credible action and measurable results.

PRME's strategic alignment within One Global Compact is central to delivering on that vision. In 2026, PRME will align strategy, delivery, metrics, and engagement across our shared ecosystem. PRME's work will strengthen how institutions equip future leaders, how communities collaborate across regions, and how evidence translates into insights that improve practice.

As we look ahead, the message is clear. The future of business will be shaped by the leaders we educate today and by the systems of learning, accountability, and collaboration that support them. PRME's progress in 2025 shows what this community can accomplish when we connect values to action, and action to evidence. Our priorities for 2026 will build on that foundation: scaling what works, strengthening what is measurable, and aligning education more deliberately with the real-world transformations companies must deliver.

I am deeply grateful to PRME Signatory Members, Advisory Board, Chapters, Champions, Working Groups, students, partners, and the PRME Secretariat for their leadership, creativity, and commitment. Together, we are shaping responsible decision-makers who can help move markets, institutions, and communities toward a more just, inclusive, and resilient world where business is a driving force for systemic change.



Sanda Ojiambo
Assistant Secretary-General; CEO & Executive Director, United Nations Global Compact

REFLECTIONS FROM OMID ASCHARI, SENIOR ADVISOR, PRME

As 2025 comes to a close, I reflect with deep gratitude and optimism on my time serving as Senior Advisor to the Principles for Responsible Management Education (PRME) at UN Global Compact. Over the past two years, it has been a privilege to work alongside an extraordinary global community of educators, students, experts, and collaborators who share a commitment to transforming management education into a force for good.

When I stepped into this role, PRME was already a vibrant and highly engaged network. Yet PRME is not a traditional platform with fixed answers. It is a living movement, one that asks difficult but necessary questions about the future of leadership, business, and management education. In a world in turmoil, shaped by rapid technological change, ecological crisis, and growing social fragmentation, PRME offers something both simple and radical: a space grounded in trust, mutual learning, and shared responsibility.

Over the past two years, PRME has continued to strengthen its role as a convener, connector, and catalyst for change. We have expanded our global reach while deepening engagement across regions, working to ensure that responsible management education reflects diverse contexts, cultures, and ways of knowing and building awareness. Today, with more than 880 Signatory Members, our community has grown not only in size, but in the richness of perspectives, collaborations, and ideas shaping our collective work.

This progress has been made possible through the support of a number of trusted partners who have supported PRME in different ways. Among these, our partnership with Tsao Pao Chee, through its nonprofit arm Octave Institute, stands out as an extraordinary initiative through which we explored a joint educational vision and significantly increased PRME's visibility in relevant spaces around the globe.

Empowering students and youth has been a defining focus of this period. Through student-led initiatives and expanded youth programming, PRME Students has emerged as a vibrant and increasingly influential platform, amplifying youth voices in global dialogues and supporting student-led innovation and advocacy. One lesson has remained clear throughout this journey: meaningful transformation cannot happen without younger generations at the forefront.

At the same time, we have continued to regionalize PRME's work. While PRME operates as a global platform, its impact depends on relevance at the local level. Strengthening the connection between global vision and regional and institutional realities has been a guiding priority. Change becomes durable when institutions can learn from one another in context, translating shared principles into action that responds to real and lived challenges.

As 2025 concludes, PRME enters an important moment of transition, with a new Head of PRME preparing to steward the community into its next chapter. Leadership transitions are not only moments of change, but opportunities to build on what has been learned while embracing fresh perspectives and renewed energy.

I extend my sincere thanks to the PRME Secretariat, our Signatory Members, Advisory Board, students, partners, and supporters for their trust, collaboration, and shared sense of purpose over the past two years. It has been an honor to serve this community, and I look forward to continuing to support PRME's mission and witnessing its impact in the years ahead.



Omid Aschari
Senior Advisor, PRME

ABOUT PRME



PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION (PRME)

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 that aims to raise the profile of sustainability in business and management education through Seven Principles focused on serving society and safeguarding our planet.

PRME engages business and management schools to ensure they provide future leaders with the skills needed to balance economic, environmental, and social goals, while drawing attention to the Sustainable Development Goals (SDGs) and aligning academic institutions with the work of the UN Global Compact. Driven by a mission to transform management education, PRME equips today's business students with the understanding and ability to deliver change tomorrow.

The Principles of PRME, as well as those of the UN Global Compact, offer a framework for continuous improvement in business practices and education focused on fostering sustainability and ethical conduct. These Principles guide organizations toward achieving the SDGs. While the SDGs have specific timelines, the Principles of PRME are designed for ongoing guidance, promoting long-term sustainability.

As a voluntary initiative with over 880 Signatories worldwide, PRME has become the largest organized relationship between the United Nations and management-related higher education institutions.

OVERVIEW OF OUR STRATEGIC PILLARS

PRME's strategic pillars provide the foundation for how we advance responsible management education worldwide. Together, they reflect our commitment to strengthening a global learning community, equipping educators and students with the tools they need for the future, and demonstrating the real impact business schools are making toward a more sustainable world. These pillars guide our programmes, collaborations, and priorities, ensuring that PRME remains a catalyst for change across the business and management education landscape.

Building Community: PRME fosters knowledge exchange and learns from good practices on responsible management education, setting the agenda and leading discussions within business and management schools.

Advancing Education: PRME develops innovative tools and opportunities to transform teaching and learning in business and management education.

Charting Impact: PRME tracks the implementation of the Seven Principles and the SDGs across the business management landscape through the storytelling of Sharing Information on Progress (SIP) Reports by PRME Signatory Members.

Financial information for PRME is reported as part of the UN Global Compact's consolidated financial statements. For full details, please refer to the UN Global Compact's financial disclosures.



THE SEVEN PRINCIPLES

PREAMBLE

As institutions of higher education, we prepare people to serve society and safeguard our planet with their work in and for organizations. Grounded in the principles of sustainable development, we believe that all people have the right to live with dignity and to meet their needs without compromising the ability of future generations to meet theirs. Responsible management education, therefore, seeks to develop people who will help their organizations create inclusive prosperity while promoting freedom, justice, and peace within regenerative and resilient natural ecosystems.

To be responsible is to be attentive to impact and time. Responsible decision makers look forward and back as they live in the moment. Looking ahead, they are responsible not just to current and future generations but to all life on the planet. Looking back, they are accountable for their actions, those taken and those avoided.

And so, with enthusiasm, we join a worldwide community of like-minded educational institutions to promote our aspirations, document our initiatives, share our lessons learned, and help each other address our challenges. By embracing these Seven Principles, we hope to inspire and enable a better world through responsible management practices.



Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.



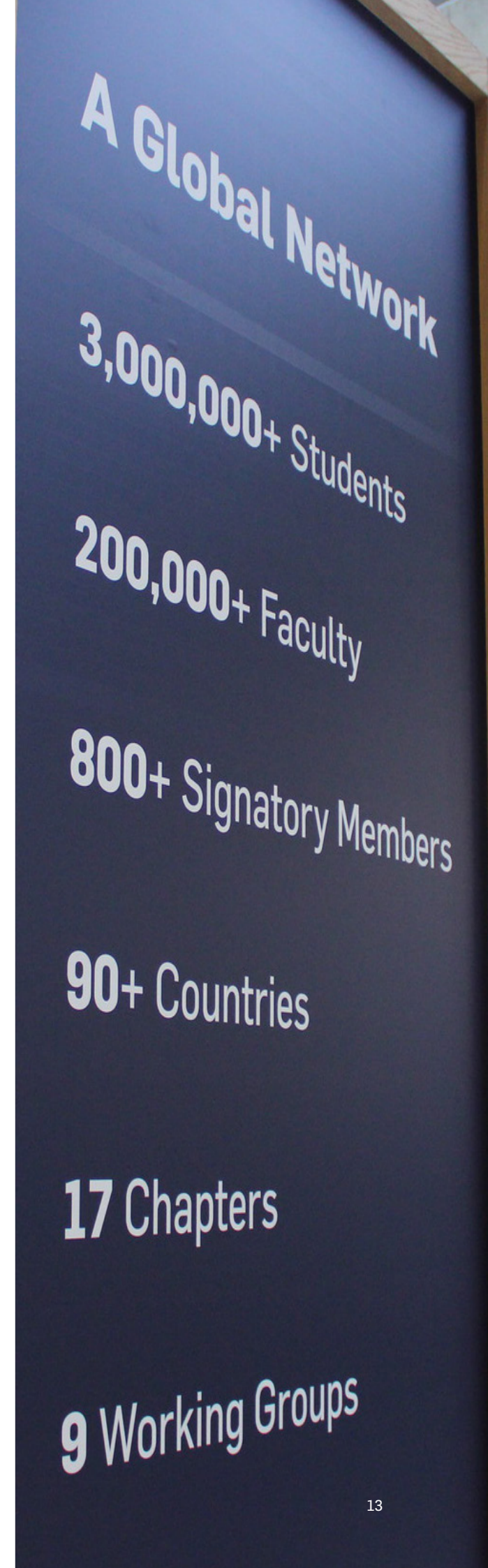
Practice

We adopt responsible and accountable management principles in our own governance and operations.



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.



PRME'S 2025 IMPACT



BUILDING COMMUNITY

At PRME, we believe that transforming business education requires a strong, engaged community. In 2025, our global community connected through knowledge exchange, collaboration, and collective accountability, to create spaces where responsible management education thrives. Our global network of business and management schools works together to shape the future of business leadership and advance sustainable development.

This year, our network has grown stronger and more vibrant, with Signatory Members actively integrating the Principles of PRME across their teaching, research, partnerships, and practices. By joining PRME, Signatories gain access to ongoing engagement opportunities that foster innovation, shared learning, and impact.



SIGNATORY MEMBERS

A 'Signatory Member' is a degree-granting academic institution that has committed to the Principles of PRME. Over 880 Signatories from 96 countries make up the PRME community.

PRME CHAPTERS

The 17 PRME Chapters help to advance the Seven Principles within a particular geographic context, rooting PRME in different national, regional, cultural, and linguistic landscapes.

PRME CHAMPIONS

The PRME Champions are a select group of high-engaging Signatory Members that have radically transformed their curricula and research around the Seven Principles and provide roadmaps for other Signatory Members to follow.

PRME WORKING GROUPS

The PRME Working Groups deepen collaboration in and across institutions on specific issues relevant to corporate sustainability and responsibility and the SDGs.

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, Advisory Board members, and others, in discussion about the latest innovations and challenges in responsible management education. Together, we aim to empower our global community committed to creating a more equitable, sustainable, and responsible future.



Building Community 2025 Objectives & Goals

In 2025, PRME focused on renewal, collaboration, and evolution across our core constituencies - the Working Groups, Champions, Students, and Chapters - to strengthen our global impact and engagement. Overall, our objectives centered on clarifying identity, building accountability mechanisms for greater impact, and reaching for diversity wherever possible.

At the onset of 2025, PRME Students was concluding a semester of action and preparing for a handover in regional leadership and Secretariat support, with high standards for the year to come. The 2024-2025 Champions cohort were entering their second year of a two-year cycle, with a goal of fortifying sub-group project ambitions and laying the foundation for the 2026-2027 cycle. The Working Groups were concluding a governance refresh, followed by a year of enacting these procedural changes as well as inviting interest in new topical issue areas. Simultaneously, the Chapters remained committed to delivering the PRME mission locally, some preparing for leadership transitions but all steadfast in their dedication to our shared vision.

Finally, as we set out to reconvene the community in person in 2025, the PRME Global Forum placed the Principles at the center of the programme. The broader Responsible Management Education (RME) week planning laid out intentions to deliver high-quality content to a centralized location with like-missioned partners, and to reach a wider audience, while showcasing some of PRME's strongest collaborators.

Signatory Outcomes: Strengthening PRME's Global Network

Despite setbacks experienced across the academic sector, higher education institutions

maintained commitment to the PRME mission, and Signatories continued to raise ambitions on their sustainability journeys. While slower than recent years, the PRME membership base grew steadily over the course of 2025, with more than 40 new members joining from over 20 countries. After adding four new countries to PRME's geographic representation in 2024 (Brunei, Venezuela, Cambodia, and Nepal), PRME membership expanded into new markets in 2025, including the first-ever Member from Serbia and welcoming new members in New Zealand, Sweden, and Russia for the first time in five years. The most significant jump in membership in 2025 was seen in India, with other Asian and European markets showing particularly promising growth.

PRME's primary driver of membership growth continued to be attributed to organic connections and interest in connecting to a community of shared values. New Members primarily found PRME by way of introduction from an existing member or via a partner in the network, such as AACSB. Those that were voluntarily delisted from PRME in 2025 left mainly due to financial constraints or lack of capacity to maintain engagement in the network and produce a SIP report.

Recent joiners and existing members alike participated in PRME Welcome Webinars, a new initiative designed to onboard PRME leads, introduce them to the PRME mission, and kickstart their PRME journey, as well as offer inspiration on how to elevate their engagement. Membership processes were further streamlined through automation, including email reminders for payments and SIP reporting and the issuance of membership certificates. Additionally, a suite of resources and toolkits was provided to support Members, including templates for event and resource promotion and materials to amplify awareness of PRME opportunities.

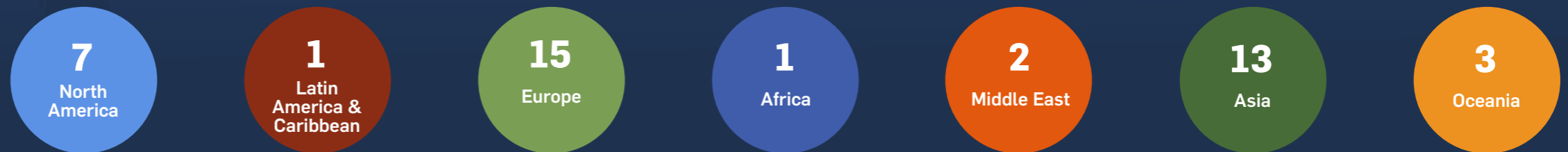
As the Secretariat continues to translate resources, offer content in various timezones, and travel to regional meetings, we are encouraged by the response in terms of quantity and quality of engagement.

PRME SIGNATORY MEMBERS

TOTAL
881
SIGNATORIES
IN 2025

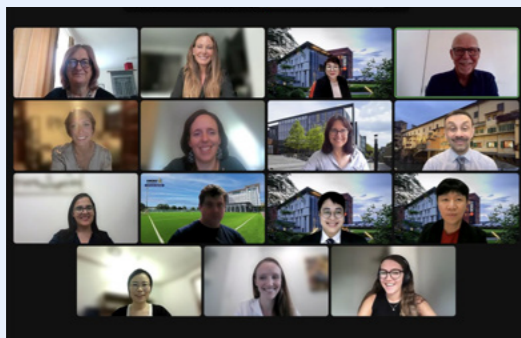


NEW SIGNATORIES BY REGION TOTAL: 42



IMPACT STORY:

EMPOWERING TOMORROW'S LEADERS: DR. IFFAT SABIR'S INSTITUTIONAL TRANSFORMATION AT COLLEGE OF BUSINESS, AL AIN UNIVERSITY



In 2023, Dr. Iffat Sabir, Deputy Dean of the [College of Business \(COB\) at Al Ain University](#) in the United Arab Emirates, faced a familiar challenge for academic leaders: turning an ambitious mission statement into reality. COB's mission spoke of developing "responsible leaders for tomorrow," yet sustainability was not yet embedded in teaching and learning. For Dr. Sabir, this gap represented both a challenge and an

opportunity. Her engagement with PRME would become the catalyst for a journey of personal growth and college transformation that continues to unfold.

The Catalyst for Change

What began as a single assignment evolved into a driving force for college transformation when Dr. Sabir started working towards responsible education by engaging with PRME, as COB became a Signatory institution. With her hands-on and strategic approach, she first engaged through [PRME's Carbon Literacy Training](#) programme. Reflecting on the experience, she notes, "I am a learner of sustainability. And whatever I learn, I go back to my college and implement it."

"The training was eye-opening," she adds. "It shifted my perspective from thinking about sustainability as an abstract goal to seeing how it could be practically embedded in what we teach and how we lead." Inspired, Dr. Sabir and the College Dean guided college faculty members through the same programme the following semester, a multiplier effect showing how one individual's engagement with PRME can spark broader institutional momentum and transformation.

Research That Resonates Globally

Dr. Sabir continued taking advantage of opportunities from the PRME community and soon her contributions extended beyond her campus. A collaboration between PRME and the [Higher Education for Good Foundation \(HE4G\)](#) gave PRME Signatories access to the Youth Talks dataset: the largest global youth consultation ever conducted, with nearly one million contributions from young people across 212 countries. This partnership fostered research projects across the community, and Dr. Sabir was one who benefited from the robust dataset.

[Her study](#), recently accepted in the International Journal of Management Education, examines how empathy, altruism, and global awareness shape young people's learning priorities. "The most interesting thing for me was the global youth," she reflects, highlighting the relevance to Al Ain's diverse student body representing over 40 nationalities. Her research confirmed that students with higher levels of empathy and altruistic orientation had significantly different expectations from their educational programs. For Dr. Sabir, this underscored the importance of embedding sustainability-based education into the curriculum and using evidence to guide institutional change.

Embedding Sustainability Across the College

From there, the sustainability perspective fed directly into curriculum reform. Under the Deanship team, the Bachelor in Business Administration program was revised by the faculty so that every course explicitly aligns with one or more UN Sustainable Development Goals (SDGs). Community engagement activities were also reframed to reinforce the same principles outside the classroom. "Sustainability is always around in whatever we are doing in our college - research, community engagement, any other initiative," she explains. "Now it is reflected 100 percent for my students."

Students, particularly women, have been central to this transformation. Recognizing the need to empower female students with skills, confidence, and networks, Dr. Sabir spearheaded a [Women's Leadership Forum](#). The initiative connects students with industry mentors, provides training in leadership and decision-making, and highlights women's contributions both within society and at home, as a decision-maker. "It's about creating opportunities for students who have historically been underrepresented in leadership spaces to develop as leaders who can drive progress on the SDGs," she says. This expansion demonstrates the ripple effect of how a single individual's PRME engagement can scale to create systemic transformation.

The Power of Community

For Dr. Sabir, PRME's greatest strength lies in its sense of collegiality, "You don't feel like an outsider. You feel part of the system, with a role to contribute." This stands in stark contrast to other sustainability networks. "You don't feel that warmth, that connection, that accessibility that I feel when working with PRME," she notes.

This culture is tangible in everyday interactions. "Send an email, and in a day you get back the response you're looking for, not a generic auto-reply," she explains. Partners are "always willing to work" and "not afraid of sharing their results," creating an environment where knowledge flows freely. "Most of the content is free, which I really love, because it gives my students access without paying a fee to learn about sustainability initiatives," she adds.

Through this collaborative ethos, Dr. Sabir extends PRME's impact beyond her institution. As a mentor in the [PRME Students Mentorship Programme](#), she guides students from Beijing to California, sharing resources and opportunities that might otherwise remain inaccessible. "When I see their response, it's really like a change that PRME is making in the community. That is success."

From Individual to Institutional Transformation

This sense of belonging, combined with concrete resources from Senior Leadership and opportunities for engagement, has allowed Dr. Sabir to transform not only her own approach to education but also the College of Business at Al Ain University's capacity to develop responsible leaders. Her story illustrates how one individual's engagement with PRME can ripple outward, shaping faculty, students, institutions, and communities in ways that bring responsible management education to life.

Champions Outcomes: Influencing Institutional Practice

Throughout the year, the 2024-2025 PRME Champions cohort demonstrated exemplary commitment and progress in advancing responsible management education and supporting the broader PRME community. Champion institutions collaborated through structured in-person engagements, sub-group project activities, and shared inquiry that strengthened learning across regions and reinforced the role of business schools as contributors to social and environmental progress.

Two in-person meetings were central to this progress. The Champions convened at Cornell Tech in New York City during the 2025 Global Forum where dialogue focused on institutional responsibility and the practical role of Champion schools in shaping thought leadership for responsible management education. Sub-group teams reflected on their ongoing work and shared emerging ideas, particularly in relation to curriculum, student engagement, climate action, and reporting. The discussion evolved to how the Champions can communicate their contributions more effectively and connect project outcomes to broader pedagogical and research practice.

Later in the year, the Champions met in Belgrade, Serbia ahead of the 12th Responsible Management Education Research (RMER) Conference. In-person round table discussions concentrated on impact, artificial intelligence, and public policy. Participants examined how schools are working to integrate artificial intelligence in ways that support responsible learning and academic integrity. They also considered wider policy environments and their influence on institutional practice. These conversations

highlighted how collective inquiry can deepen understanding and support institutional readiness.

A key outcome in 2025 was the finalization and publication of the PRME Champions [Manifesto on SDG 4](#), led by Rumina Dhalla, Gordon S. Lang School of Business and Economics, Canada. The Manifesto articulates shared commitments and serves as a resource for engaging faculty, students, and partners around the goals of responsible management education.

Sub-group projects continued to advance, with notable progress from the team co-led by Petros Vourvachis, Loughborough Business School, UK and Laura Steele, Queen's Business School, UK. Their contributions to the PRME Commons platform and SIP reporting format helped identify strong examples, clarify expectations, and support emerging institutional confidence throughout the reporting process.

Through these activities, the Champions community continued to build deeper relationships, strengthen shared purpose, and support collective action. Their contributions demonstrate how academic collaboration can generate ideas that inspire institutional change, elevate responsible management education, and reinforce PRME as a global platform for thought leadership.

We extend our gratitude to all PRME Champions for their leadership throughout the cycle, in-person community building, and advocacy as Champions for PRME.

THE 2024 - 2025 PRME CHAMPIONS COHORT

- Aalto University School of Business, Finland
- Audencia Business School, France
- Berlin School of Business and Innovation, Germany
- Budapest Business University, Hungary
- Conestoga College Institute of Technology and Advanced Learning, Canada
- Cork University Business School (CUBS) and the Irish Management Institute (IMI), University College Cork, Ireland
- CUNEF Universidad, Spain
- Deakin Business School, Australia
- EGADE Business School, Mexico
- ESIC Business & Marketing School, ESIC University, Spain
- Goa Institute of Management (GIM), India
- Gordon Institute of Business Science, South Africa
- Gordon S. Lang School of Business and Economics, University of Guelph, Canada
- IEDC-Bled School of Management, Slovenia
- International Business School Suzhou at Xi'an Jiaotong-Liverpool University, China
- International Institute of Management Development (IMD), Switzerland
- Iscte Business School, Portugal
- ISEG - Lisbon School of Economics and Management, Universidade de Lisboa Portugal
- John Molson School of Business, Canada
- Keele University, United Kingdom
- Kemmy Business School, University of Limerick, Ireland
- Kristianstad University, Sweden
- La Trobe Business School, Australia
- Loughborough Business School, United Kingdom
- Newcastle Business School, United Kingdom
- Nottingham Business School, Nottingham Trent University, United Kingdom
- Nottingham University Business School, University of Nottingham, United Kingdom
- Peter T. Paul College of Business and Economics, University of New Hampshire, United States
- Queen's Business School, United Kingdom
- School of Business, Government, and Economics, Seattle Pacific University, United States
- School of Business, Woxsen University, India
- Sobey School of Business, Saint Mary's University, Canada
- Stockholm School of Economics, Sweden
- T. A. Pai Management Institute, Manipal Academy of Higher Education, India
- UC Business School, University of Canterbury, New Zealand
- Universidad Externado de Colombia, Colombia
- University of Applied Sciences of the Grisons, Switzerland
- University of Cape Town Graduate School of Business (UCT GSB), South Africa
- University of Dubai, United Arab Emirates
- University of Dundee School of Business, Scotland, United Kingdom
- University of Nicosia, Cyprus
- University of Plymouth, United Kingdom
- University of Winchester, United Kingdom
- Zurich University of Applied Sciences (ZHAW) School of Management and Law, Switzerland

IMPACT STORY:

TRANSFORMING TEACHING, OPERATIONS, AND COLLABORATION: INSIGHTS INTO GERI MASON'S CHAMPIONS EXPERIENCE



As a development economist working within a business school, Geri Mason's pathway into PRME was both unconventional and deeply aligned with her academic purpose. Economists are still underrepresented in management education spaces, and development economics even more so. Yet Geri's lifelong focus on poverty, sustainability, and human flourishing made PRME a natural fit, long before it became a formal framework at her institution.

Geri joined [Seattle Pacific University \(SPU\)](#) in 2010, just after the university became a PRME Signatory in 2008. SPU's longstanding mission, grounded in a values-based vision of business serving human flourishing, had already drawn her in. PRME, she recalls, "gave us this link to a global understanding of how we understood business." It provided a shared language and global connection for work that was already embedded in the school's core mission.

Through the PRME Champions, Geri Mason's journey illustrates how individual passion, collective experimentation, and global collaboration can reshape classrooms, strengthen institutions, and expand what is possible in management education.

While Geri supported SPU's decision to become a [PRME Champion](#), her most intensive engagement with the Champions network came later, opening a new chapter of collaboration, experimentation, and leadership.

Champions as a Catalyst for Collaboration and Innovation

Joining the PRME Champions marked a turning point in Geri's engagement. While she had long been active in the [PRME Working Group on Anti-Poverty](#), becoming a Champion expanded her involvement across the broader PRME ecosystem. "Being part of the Champions is what got me involved with more facets of PRME," she reflected. "It made me start thinking about the big picture."

Through Champions convenings and collaborative sub-projects, Geri formed deep and lasting relationships with faculty across institutions and disciplines, connections that continued even as colleagues moved institutions or rotated out of the network. "That smaller, more concentrated group led to really deep relationships. Those connections still matter to me today in terms of research, projects, and just trading ideas," Geri shared.

One standout initiative was One Week to Save the World, a Champions-led global studio design project in partnership with the University of Limerick. The project intentionally inverted traditional sustainability pedagogy by focusing on a local issue, unsheltered persons in Seattle, while bringing global perspectives to bear. "We spent a lot of time talking about whether it would work," Geri recalled. "And then I thought, let's just try it and see."

Students from four universities across multiple regions, with representation from China, Vietnam, India, multiple countries in Europe, the US, Mexico, and Canada, collaborated across time zones using digital tools, engaging in a relay-style workflow to propose system-level interventions connected to multiple SDGs. Local policymakers, NGOs, legal experts, and community advocates provided grounding and feedback. "The ingenuity of the students was amazing," Geri said. "And the experts were genuinely impressed by the depth and thoughtfulness of the ideas."

Institutionally, PRME Champions helped SPU better understand and articulate what was already central to its mission. Initiatives such as SDG of the Quarter spotlight a single SDG each term to foster campus-wide engagement. The SDG is integrated into faculty curricula, promoted through prompts, digital and print materials, and guest speakers, and reinforced through activities like classroom discussions, field trips, and an annual SDG Graffiti Wall. These efforts, along with curriculum mapping and broader SDG integration, make sustainability visible, accessible, and embedded across disciplines. "We realized how embedded this work already was," Geri noted. "PRME gave us the language to tell the world who we are."

As a smaller institution in the Champions network, SPU has also experienced PRME as a platform for amplification. Participation has opened doors to unexpected partnerships, including international pedagogical collaborations initiated specifically because of the university's PRME affiliation. For example, Geri's colleague collaborated with educators at Meiji University, Japan, and Lancaster University, UK, to develop an educational programme aimed at cultivating global leadership and problem-solving skills through exploratory learning on the SDGs.

Empowering Students Through Embedded Sustainability

For Geri, the most powerful impact of her PRME engagement has been its effect on students. Through the One Week to Save the World project organized through the Champions group, she observed a striking transformation in students' confidence and sense of agency over a short period of time. Students moved from uncertainty to confidently articulating ideas, collaborating internationally, and advocating for systemic change. "You could actually see their sense of agency grow," she shared.

Institution-wide engagement through PRME Champions reinforced sustainability across the curriculum. A comprehensive SDG mapping exercise confirmed that all 17 SDGs were already embedded in courses, meaning students encountered sustainability consistently within their majors rather than as a separate pathway. While a sustainability minor was launched, low student demand revealed the depth of this integration: sustainability was already central to the academic experience. This embedded approach shaped students' academic identities and ensured that responsible management principles were part of everyday classroom practice, not confined to standalone programmes.

As SPU gears up for its fifth cycle as a PRME Champion, Geri is focused on scaling collaborative Champions models, strengthening engagement with regional PRME Chapters, and advancing research and teaching around regenerative sustainability, what she sees as the next horizon beyond the SDGs. "We're not just going to stop teaching sustainability in 2030," she said. "There has to be a vision for what comes next, and for me, that vision is regenerative sustainability."

Through Geri's journey with PRME, beginning with aligned research interests, expanding into international collaborations, and culminating in co-authored publications, PRME has become a meaningful and formative part of her professional identity. It highlights the meaningful change that can happen when individual initiative and collective collaboration come together.



Chapter Outcomes: Embedding the Principles of PRME Locally

The 17 regional and national Chapters of PRME showcase the breadth and depth of work being done to advance responsible management education. Each PRME Chapter aligns the Principles of PRME to the local needs of the community they serve, acting as localized delivery channels for PRME's mission. Constantly evolving through leadership transitions, membership growth, and new initiatives, the Chapters remain essential for embedding responsible management education in diverse global contexts. Below are just a few of many examples of Chapter impact as evidenced through regional initiatives aligned with the Seven Principles of PRME:

PRME Chapter North America

Grounded in the **Purpose** Principle, Chapter North America developed the Student PRME Impact Network (SPIN), a student-driven initiative designed to foster sustainability-focused collaboration and action by bringing PRME youth leaders together. Following a successful pilot convened at the PRME office in New York, SPIN expanded its reach through an event held alongside the Lang Sustainability Conference in March, 2025. Bringing together over 50 students from across Signatories in the Chapter, the convening strengthened cross-institutional connections and reinforced the role of students as active change agents in shaping the future of responsible management education. SPIN continues to evolve and develop through regional engagements across Chapter North America.

PRME Chapter Latin America & the Caribbean (LAC)

For the first time, Chapter LAC awarded the Consuelo García de la Torre (CGDLT) Award to two outstanding members of the Chapter:

Universidad ORT Uruguay and the School of Management at Pontificia Universidad Católica del Perú. The CGDLT Award is a recognition of academic institutions and business schools that, through their teams, have carried out outstanding **Practice**, contributing positively to the economic, social, and academic improvement of their institutions. Through their commitment, results, initiatives, innovation, and leadership capacity, the Signatories contribute to education for sustainable development and showcase the **Values** of PRME. The awardees highlight the training, research and institutional development activities in support of sustainable development and commitment to Principles of PRME, which contribute to the training of 21st century leaders and promote an economically viable, socially inclusive and environmentally friendly environment. Along with recognition of the outstanding achievement, the awardees received prize funding for their initiatives to advance sustainability in their business schools and region.

PRME Chapter UK & Ireland

PRME Chapter UK & Ireland showcased **Teach** in action through their annual innovative pedagogy competition. The initiative was developed in recognition of the fact that financial barriers frequently exist that prevent individuals and groups from putting their innovative ideas into practice. Now in its sixth year, the competition empowers educators to overcome financial barriers and pilot transformative teaching ideas that advance sustainability, ethics, and responsible leadership. This year's theme, "Innovative Pedagogic Approaches for a Sustainable Future," attracted 36 submissions from 39 Signatory Member institutions across the UK and Ireland, reflecting the growing commitment to reimagining business education. Two of the winners, Dr. Isik Akin and Dr. Eda Sahin from Bath Spa University reflected, "Winning this funding is an incredible opportunity for us to

develop innovative, real-world case studies that will help bridge the gap between finance, law, and responsible business leadership. This project not only reinforces our commitment to the Principles of PRME but also provides valuable open-access resources for educators and students. We are excited to make a meaningful impact on business and law education and inspire future leaders to prioritise ethical and sustainable decision-making."

PRME Chapter Africa

Bringing together deans and senior leadership from across the region, Chapter Africa took initiative by holding its 4th Annual Deans Roundtable during the Business Schools for Climate Leadership Africa (BS4CL) event. The roundtable underscored the importance of **Partnership**. Strengthening interdisciplinary collaboration emerged as a central focus with emphasis on the value of advancing joint work across the Seven Principles of PRME. Outputs of the BS4CL partnership included a webinar series under the theme, Career Paths in Sustainability and Climate Financing, that will allow participants to hear expert insights into the current landscape of climate financing in Africa. Through this continued commitment to climate action and responsible management education, BS4CL is playing a vital role in fostering a sustainability-driven future through collaboration.

PRME Chapter ASEAN+

Research is a fundamental driver for thought leadership, and Chapter ASEAN+ has gone the extra mile to prioritize research opportunities for the region. The Chapter has played a convening role for scholars and PRME Signatories to create spaces for connection, collaboration and the development of impactful research agendas. A regional research networking event and webinar brought together scholars from all over the ASEAN+ region to highlight the richness of PRME-related research. Building on this momentum,

Chapter ASEAN+ is advancing concrete research outputs through a Special Issue in the Business Society and Review. The special issue, "PRME in ASEAN: Contextualising Education-Industry Collaboration in an Under-represented Region," invited submissions of empirical, conceptual, and practice-based papers that built the evidence base on the importance of PRME in the ASEAN+ region, where research is still limited, to showcase education and industry partnerships while linking learning design to real capability-building and practice change in organisations and communities. These important steps towards bolstering research contributions inspire responsible management education and thought leadership both in the ASEAN+ region and globally.

PRME Chapter Nordic

Building on a long-standing commitment to **Share** best practices, Chapter Nordic played a pivotal role in developing the PRME Chapters and Global Compact Networks: A Local Collaboration and Recommendation Report. The cross-Chapter task force worked with Global Compact Country Networks to gather survey insights from 58 PRME Signatories and 18 UN Global Compact Country Networks focused on potential for collaboration. The outcome is a report that highlights a wide range of collaboration models, from organically driven partnerships to more structured regional approaches. The report also identifies shared challenges such as resource constraints and misaligned priorities. Most importantly, the report points to future collaboration opportunities through research, student engagement, and joint learning materials. This report highlights the strength of **Partnership** between PRME Chapters and Global Compact Country Networks and underscores the rich opportunities to drive impact together.

IMPACT STORY:

COLLABORATING FOR CHANGE: EMBEDDING SUSTAINABILITY INTO EARLY CAREERS



The new PRME UK & Ireland Chapter report Sustainability in Early Careers highlights a growing challenge: students are eager to apply their sustainability knowledge in the workplace, yet opportunities that explicitly support these values are often hard to find. This report, the result of an innovative collaboration between academia, industry, and student-focused platforms, uncovers the gaps and solutions needed to better align education with sustainable employment.

Dr. Karen Cripps, Associate Professor in Responsible Management and Leadership, and Dr. Jonathan Louw, Associate Professor in Management Education and former Chair of the PRME UK & Ireland Chapter, both at Oxford Brookes University Business School, convened an official PRME UK & Ireland Chapter Working Group on 'Careers and Sustainability'. This group explores the intersection of work on sustainability, careers, employability and the rapidly evolving green jobs sector.

The Partnership That Brought The Research To Life

The collaboration was initiated through Working Group discussion with members that span academic, career and professional services roles. Ten universities collaborated on the research through engaging their network of business contacts (see listing at the end of the report). The collaboration expanded further with Windō, a sustainability reporting platform aimed at Gen Z students and graduates, whose founder, Oli Coles, had been an entrepreneur-in-residence at Oxford Brookes.

The collaboration extended to the UN Global Compact (UNGC) Country Network UK, with which the PRME UK and Ireland Chapter enjoys a close working relationship with Executive Director Steve Kenzie, a member of the Steering Committee. Jonathan explains, "We were in the fortunate position of having a good connection to the UN Global Compact Network UK, who were available as a collaborator on this report in

disseminating the research to its members." Collaboration with the UNGC became the essential bridge between academic inquiry and industry reality. Their extensive membership base, spanning from SMEs to major corporations, provided access to the very employers students were trying to reach. This key connection to a substantial industry network endorsing allowed the research team to achieve the representative sample that made their findings so robust and actionable. This three-way partnership between academia, industry network, and student-focused platform, created a unique ecosystem for understanding and addressing the sustainability careers gap.

A Student Driven Mandate

The inspiration behind the project was simple but powerful: students. Year after year, more students expressed a desire to apply their sustainability knowledge in the workplace, yet struggled to find internships and graduate roles that explicitly acknowledged or supported these values.

"Students are passionate and prepared, but when they go looking for placement opportunities where they can apply that sustainability learning, they often hit a wall," said Karen.

This reality was echoed through student feedback and confirmed by Jonathan's work preparing over 700 students annually for placements. It became clear that despite growing demand for green skills, many employers were not highlighting sustainability opportunities in job descriptions or placements.

Uncovering the Gap and a Missed Opportunity

Through their research, which involved collaboration with 10 universities, the UN Global Compact Network UK, and Windō, the team found a troubling mismatch.

On the one hand, employers emphasized that sustainability was central to their operations. On the other hand, few job postings reflected this in a way that would signal relevance to students. Even more concerning: around 20% of surveyed employers offered unpaid internships lasting up to 11 months - significantly restricting access for students without financial means.

"The data revealed a systemic issue," Jonathan explained. "It's not just a disconnect between education and employment - it's a visibility issue. Opportunities exist, but they're not being communicated in a way that students can recognize or act on."

From Insight to Action

The report doesn't just diagnose the problem, it offers tangible solutions. These include:

- Encouraging universities to embed sustainability requirements in placement reflections and career readiness programming.
- Urging employers to explicitly signal sustainability in job descriptions and conversations with students.

- Promoting collaborative creation of internships that support sustainability skill development.
- Advocating for fair access to paid opportunities, reducing reliance on unpaid internships.

The early reception has been promising, with clear demand for practical application. As Jonathan noted, "We know that we're getting feedback from university careers departments who are receiving the report because it's obviously gone out very widely within that network, saying these, we want to show these to the employers we work with, because we think this is directly relevant to their work." Career services, employer networks, and business school leaders have begun using the findings to initiate internal discussions, update student placement materials, and inform employer engagement strategies.

A Model for Global Collaboration

While this project was rooted in the UK & Ireland Chapter, its approach and findings offer a blueprint that can be adapted by PRME Chapters around the world. The initiative demonstrates how collaboration between universities, employer networks, and student-focused platforms can generate insights with wide-reaching impact. It also showcases the value of aligning teaching, research, and external engagement to address real-world challenges.

"This is the real value of PRME," Karen reflected. "It's not just a network, it's a platform for shared learning, collaborative research, and ultimately, shared impact."

The success of this research underscores the role of PRME Chapters as platforms not just for local networking, but for collaborative, research-informed innovation. By working together across institutions and involving students, educators, and employers alike, Chapters can develop projects that address complex sustainability topics from multiple angles.

The working group now hopes to inspire other PRME Chapters to launch similar initiatives, share best practices, and co-develop a richer picture of what sustainable career pathways look like across different regions.

The Path Forward

The report's formal launch event is set for October, bringing together stakeholders from business, academia, and civil society to explore the findings and chart a path forward. But already, its influence is being felt, in revised placement protocols, enriched career services, and new conversations between students and employers.

Congratulations to Karen and Jonathon, and all those involved for providing a compelling example of what's possible when we move from shared values to shared action.

[Explore the full report.](#)

Student Outcomes: Driving Global Change

In 2025, the PRME Students community, formerly PRME Global Students (or PGS), evolved to more closely align with PRME's other community structures and better serve a broader student audience. The transformation included new opportunities for PRME Regional Leaders to have their voices elevated in global dialogues, including the first-ever PRME and UN Global Compact youth delegation to the UN General Assembly (UNGA); a student-led COP30 programme; the PRME Students Sustainability Awards which recognized outstanding sustainability-focused student organizations; an expanded Mentorship Programme that paired 60 mentees with 30 mentors; and plans for additional global programming.

The PRME Students Regional Leaders played an active role in shaping international conversations on the future of higher education and meaningful youth engagement in 2025. PRME was delighted to sponsor eight Regional Leaders and one Mentorship Programme Coordinator, representing Canada, Egypt, India, Indonesia, Kazakhstan, Lebanon, Niger, and Sweden to travel to New York City and attend UNGA. Throughout the week, student leaders engaged directly with UN officials, private-sector leaders, and sustainability practitioners, contributing youth perspectives to discussions on responsible business, education for the SDGs, climate action, and inclusive leadership. They also participated in dedicated workshops to co-design PRME Students programming for 2026, ensuring future initiatives are shaped by regional insight, lived experience, and youth-led innovation.

Additionally, our Regional Leader for the Middle East, Bassel Mohamed Ali Deghaidy, organized and led the 2025 PRME Students COP30 Programme which showcased the global reach of the PRME mission, engaging over 1,200 students from over 100 countries, both within and beyond the PRME community. Delivered in the

fall of 2025, this four-month, eight-part virtual workshop series equipped young leaders with the knowledge, skills, and networks to contribute to international climate action. The programme featured experts and youth leaders, as well as academics from PRME and non-Signatory institutions, including Oxford University and MIT, fostering diverse, high-quality dialogue. The initiative advanced climate literacy, amplified youth voices, and reinforced PRME as a global platform for youth engagement. It culminated at COP30 in Belém, Brazil, where Bassel, along with Alimkhan Abulkhan, Regional Leader for Eurasia, represented PRME Students, leading youth dialogues, engaging key stakeholders, and contributing to negotiation processes to ensure student perspectives were reflected in global climate discussions.

Closing out the year for our student leaders, Hassa Almujiyish, Regional Leader for the Middle East, and Uliana Kisataeva, Master's candidate at HSE University, Russia, and LEAP Programme participant, represented the student community in two PRME-convened, intergenerational forums in Malaysia: the PRME-UNESCO IESALC Workshop and the Education Innovation Summit. Across both convenings, student representatives engaged alongside educators, policymakers, and international organizations to advocate for meaningful youth engagement, emphasizing students' roles as co-creators in curriculum design, research, and institutional transformation.

PRME student leadership was recognized at the 2025 PRME Global Forum through the [Students Sustainability Awards](#), honouring outstanding sustainability-focused student organizations from PRME Signatory Members. The global winner of the award was United Friends of Earth from the Birla Institute of Management Technology (BIMTECH), India, whose mission, "Empowering communities, protecting nature,

sustaining the future," is reflected in a strong portfolio of initiatives advancing the SDGs and the Principles of PRME. Their work spans social entrepreneurship education, community-based literacy and empowerment through the Saksharta Abhiyan, and experiential corporate social responsibility engagement, collectively fostering inclusive growth, responsible leadership, and measurable social impact within both the university ecosystem and surrounding communities. Notably, the student organization was represented by Neer Soni, who also served as a PRME Students Regional Leader for South and Central Asia, concluding his mandate in the summer of 2025.

In addition to increasing student representation in global dialogues, our student programming continued to thrive, providing students with the skills and career readiness needed post-graduation. The PRME Students Mentorship Programme and the PRME Students Ambassador Programme, collectively reaching over 85 students, demonstrated its power in strengthening student leadership and engagement across the

PRME community. Together, the programmes provided participants with opportunities for applied learning, professional development, and peer-to-peer collaboration, supporting youth participation in responsible management education, sustainability leadership, and the SDGs. Participating students gained practical skills, expanded professional networks, and a stronger sense of agency as emerging changemakers. The successful completion of these programmes marked an important transition for PRME Students, with insights and lessons learned informing the next phase of youth engagement strategies and future programming.

Through mentorship, recognition, leadership development, and active participation in global convenings, 2025 demonstrated the power and impact of the PRME Students community. By positioning students not only as participants but as co-creators and contributors, PRME reaffirmed its commitment to embedding youth voices at the heart of global decision-making and advancing responsible management education through inclusive, action-oriented leadership.



IMPACT STORY:

HOW PRME STUDENTS SHAPED THE GLOBAL CONVERSATION AT UNGA 2025



PRME was delighted to bring its PRME Students Regional Leaders to New York City for the 80th UN General Assembly, making space for dynamic student voices in global conversations on sustainable business and responsible leadership.

Representing Canada, Egypt, India, Indonesia, Kazakhstan, Lebanon, Niger, and Sweden, these leaders stepped into rooms where global decisions are made, not as guests, but as collaborators in shaping the future of sustainable business and responsible leadership.

Unstoppable Africa 2025 and Team Building

The week began at the UN Global Compact's (UNGC) Unstoppable Africa 2025 event, hosting a powerful dialogue on resilience, leadership, and global collaboration. Students explored Africa's evolving role in the global economy, discussing key opportunities such as transforming critical minerals beyond extraction, building AI infrastructure, and advancing women in STEM and engineering fields. Hicham Mailele, PRME Students Mentorship Programme Coordinator, reflected: "As an African, I have never been prouder of my continent. Being at the heart of global decision-making during Unstoppable Africa at UNGA was truly mind-blowing."

PRME also organized team-building activities that encouraged collaboration and adaptability, including a creative scavenger hunt in Central Park. At the UNGC office, students joined strategic brainstorming sessions on global challenges, the future of PRME Students, and recommendations to strengthen its impact. Novia Kusherawati,

PRME Students Regional Leader for East and Southeast Asia, shared, "These interactions broadened my understanding of global challenges and provided valuable insights into leadership and problem-solving from diverse perspectives. This experience reinforced the importance of cross-country collaboration and highlighted the potential for implementing solutions from different regions to address challenges in my own country."

Connecting with Peers and Leaders

Students met with Chigozirim Bodart, Chief of Staff at the UN Global Compact, who shared insights on UNGC's history and impact, while offering insights from her own inspiring career journey across UN agencies and public policy.

A highlight of the week was the SDG Innovators x PRME Students Regional Leaders session at the UNGC office. Students connected directly with Sietske Fresow and Jairon McVea, two accomplished participants of the UNGC SDG Innovation Accelerator Programme, and current employees at Fugro (a UNGC participant), in a unique peer-to-peer exchange that demonstrated how intrapreneurship and sustainability can align to build purposeful careers. This session showed students that sustainability leadership begins early in one's career and provided practical insights into driving sustainable impact within established organizations.

Speaking Up for Youth

PRME's flagship UNGA event, The Future of Education, brought together students, deans, and UN officials to examine how business education can advance the SDGs. Speakers stressed that achieving SDG 4 is essential for progress across all SDGs, and that youth must be central to systemic change. Justin Chu, PRME Students Regional Leader for North America, summarized a key insight, "The future of business education will be written through co-creation, not competition. When institutions, workplaces, and communities align, students become sparks for transformation — restoring dignity, strengthening resilience, and creating global impact."

Student leaders also reflected on inclusive approaches: Mansi Kaushik, Regional Leader for South Central Asia, noted, "Youth are the leaders of tomorrow, but they are already leading today," while Eva Slika, Regional Leader, Middle East, emphasized inclusive partnership models that "recognize youth as agents of change; include them in governance, capacity-building, funding, and accountability."

Sandia Ojiambo, Executive Director and CEO, UN Global Compact, concluded the event by reinforcing an important theme, "The SDGs cannot be achieved without rethinking leadership and management education."



Students also participated in external events that broadened their understanding of global challenges. This included; Destination Belém, hosted by the Environmental Defense Fund as a preparatory event for COP30 in Brazil. Speakers highlighted critical environmental challenges in South America, with students privileged to hear directly from Alice de Moraes Amorim Vogas, Director of COP30.

Additional sessions focused on climate finance, exploring how policy, capital, and collaboration can unlock transformative climate finance for meaningful impact.

Reflections on the Week

As the week concluded, students reflected on the transformative experience. Hicham shared, "This has been one of the best experiences of my life." Magdalena Zaczek, representing Europe, added, "Attending UNGA with PRME has been truly inspiring. Being in the same room with top political leaders underscores the importance of multinational collaboration and motivates me to shape a more sustainable, just future."

The week reinforced that young people are not just future leaders, they are leading today, and PRME is proud to provide them with the platforms, networks, and experiences they need to create a positive global impact.

Working Group Outcomes: Strengthening Community Capacity

2025 was an important year for PRME's Working Groups, as we completed a three-year revision process. Throughout this transition, we were encouraged by the community's eagerness to engage and the momentum it generated across the network. The revised structure has opened new space for collaboration and created a stronger foundation for advancing responsible management education. With this work now complete, PRME enters a new phase where strengthened Working Groups are better positioned to advance the thematic areas that matter to their members and to the broader community.

A key outcome of this refresh was the introduction of updated Memoranda of Understanding and Codes of Conduct. These tools establish a consistent process for engagement across all Working Groups and outline shared expectations, pathways for contribution, and a rhythm of annual outputs and achievements. They also affirm stable leadership structures that help groups organize their work, communicate with the wider network, and create accessible opportunities for participation. Taken together, these elements support Working Groups as communities of scholarship and practice, enabling them to engage educators, students, researchers, and practitioners who are exploring emerging themes in sustainability and responsible management.

The refreshed framework strengthens each group's ability to collaborate, exchange ideas, and share practical insights grounded in institutional experience. It also fosters coherence across the network by affirming a shared identity rooted in learning, responsible practice, and community-building. As existing Working Groups continue to mature, this structure positions PRME for thoughtful expansion, allowing future Working Groups to form around new and emerging issues in responsible management education.

The progress made in 2025 reflects the strength and commitment of PRME's global community. Working Groups remain central to PRME's mission, serving as vital spaces for inquiry, experimentation, and thematic leadership. As we move into the next cycle, we look forward to supporting the continued growth of these communities and invite members across regions and disciplines to join, contribute expertise, and help shape the conversations and innovations that will guide the future of responsible management education.

The PRME Secretariat is excited to announce the continuation of the following Working Groups with more coming in 2026:

- PRME Working Group on Anti-Corruption
- PRME Working Group on Business for Peace
- PRME Working Group on Climate Change and Environment
- PRME Working Group on Humanistic Management
- PRME Working Group on Anti-Poverty
- PRME Working Group on Sustainability Mindset

IMPACT STORY:

HOW DR. CHRISTIAN HAUSER IS ADVANCING ANTI-CORRUPTION FOR SUSTAINABLE DEVELOPMENT



More than fifteen years ago, Dr. Christian Hauser, current Chair of PRME's [Working Group on Anti-Corruption](#), first engaged with PRME at a formative moment, both in his academic career and in the evolution of the global sustainability agenda. At the time, the [University of Applied Sciences of the Grisons](#) (FHGR) had just become the first PRME Signatory in Switzerland. Simultaneously, the PRME Working Group on Anti-Corruption was launched in support of UN Global Compact's 10th Principle, on Anti-Corruption, aligning seamlessly with Dr. Hauser's research on corruption in international business.

"The purpose of the newly formed Working Group aligned with my research interests," he recalled. "I wanted to take this opportunity to become more involved with like-minded international peers."

What began as thematic alignment soon evolved into sustained leadership over the years. After nearly a decade of collaborative curriculum development, research, and global engagement within the Working Group, the founding Chair retired and encouraged Dr. Hauser to take on the role. Already a core member of the group's leadership, the transition felt both natural and meaningful. "When I was asked if I would like to become the next chair, I volunteered gladly," he said.

Under his leadership, the Working Group has grown into a platform not only for academic collaboration, but for shaping how anti-corruption is understood, researched, and taught within business education worldwide.

Driving a Global Dialogue on Ethics, Compliance, and Integrity

Serving as Chair significantly expanded Dr. Hauser's role as both an academic and a sustainability leader. Acting within the framework of a UN-supported initiative created opportunities for deeper collaboration with the UN Global Compact and other organizations, including UNODC, UNDP, UNESCO, and the OECD. "Becoming the chair created momentum for more active engagement with international organizations, in addition to ethics and compliance practitioners from the private sector," he said. He referred to the overlapping missions that naturally create opportunities for collaboration, such as in research projects, events, and collective action initiatives.

One of the Working Group's current research initiatives focuses on the [Changing Role of the Chief Compliance Officers](#) and is nearing completion. The applied research project brings together 28 academics and practitioners to explore how ethics and compliance leadership must evolve in increasingly complex and uncertain contexts. The project also informs curriculum development at business schools to educate future ethics and compliance leaders, either through stand-alone modules or by integrating the new knowledge into existing courses. This work will culminate on April 15, 2026, with an international event co-organized with the UN Global Compact and local organizations. The event will promote cross-sector dialogue on governance, integrity, and responsibility.

At the heart of this work is a firm conviction that anti-corruption is foundational to sustainable development. "The fight against corruption is a central issue," Dr. Hauser emphasized. "Many unsustainable business practices are only possible because corruption allows laws and regulations to go unenforced."

Drawing on examples ranging from illegal logging and habitat destruction to the Rana Plaza tragedy, he emphasized that corruption is not confined to certain regions. "Our [recent research project on corruption during the Covid-19 pandemic](#) clearly showed that it is a global issue. We examined cases in both the Global South and Global North," he noted. Addressing it requires shared responsibility across sectors and geographies. "Only through collective action can this grand challenge be addressed."

Bringing PRME into the Classroom and Beyond

PRME's influence extends far beyond research outputs; it has also fundamentally shaped how Dr. Hauser approaches teaching and student engagement. He has created immersive learning experiences for students, including a Model United Nations-style SDG-negotiation simulation at the UN in Geneva. He has also engaged with PRME Chapters, particularly [Chapter DACH](#) and Chapter Latin America and the Caribbean ([LAC](#)), as well as with UN Global Compact networks, to organize the annual European-Latin America Forum. Since 2021, the forum has addressed current issues related to sustainable development and economic relations between Europe and Latin America. The 2026 edition will take place on March 19.

"These experiences are much more enriching for the students thanks to the PRME network," he reflected. "Without it, it would be much more difficult to organize international activities like these."

For students, the impact is deeply personal. Exposure to international peers and lived experiences, such as engaging with high-level speakers who grew up affected by child labor, transforms abstract concepts into tangible realities. "Afterwards, one of my students told me, 'Wow, that was so eye-opening,'" he shared. "Hearing directly from such guest speakers changes how students understand these grand challenges." Reflecting on his long-standing engagement with PRME, Dr. Hauser emphasizes that its strength lies in shared ownership, collaboration, and continuity. His advice to institutions seeking deeper engagement is clear: build teams, involve colleagues at all levels, and embed PRME across research, teaching, and leadership.

"It's not just one person," he said. "If as many colleagues and students as possible are involved, PRME can really flourish over the years."



PRME Global Forum Outcomes: Community & Commitment

In June 2025, PRME, together with partners AACSB, EFMD Global, the Responsible Research in Business and Management (RRBM) Network, and the Cornell SC Johnson College of Business, welcomed the international higher education and business community to Responsible Management Education (RME) Week, hosted at Cornell Tech in New York City. In its third year, RME Week continued to grow as a dynamic platform for collective learning, collaboration, and action.

At the heart of the week was the PRME Global Forum, a convening of educators, students, business leaders, and policymakers committed to advancing the SDGs through responsible management education. The 2025 Global Forum welcomed over 240 participants from across sectors and continents who came together in the spirit of shared purpose and global responsibility.

Under the theme "Community and Commitment to Advance Global Responsibility," the Forum

featured a curated programme designed to strengthen our global network, share tools and best practices, and spotlight academic leadership in sustainability and ethics. Throughout the week, participants explored how the Principles of PRME can be applied to transform business school curricula, institutional strategies, research agendas, and student experiences.

The 2025 Global Forum served not only as a milestone of progress, but as a launchpad for strengthened cross-regional networks and new institutional collaborations, increased participation in PRME initiatives such as PRME Pedagogy, PRME Students, Working Groups, and the Champions, and greater recognition of PRME's role as a key bridge between higher education and the United Nations. The Forum demonstrated what is possible when a global community comes together to reimagine business education as a force for good.





Highlights included:

- Chelsea Clinton delivered an [inspiring fireside chat](#) with Chigozirim Bodart, Chief of Staff at the United Nations Global Compact, that emphasized the critical role of business schools in addressing global challenges through cross-sector leadership and ethical decision-making.
 - The [PRME Education Awards](#) recognized exemplary contributions in teaching, research, and institutional leadership for advancing responsible management education.
 - Student presenters from the Marketplace Simulation Challenge and PRME Students Sustainability Awards shared innovative projects and facilitated roundtable discussions on leadership and sustainability in action.
 - The [PRME Students Sustainability Awards](#) honored student-led initiatives making measurable contributions to the SDGs across diverse global contexts.
 - PRME and Ivey Publishing [announced the winners](#) of the inaugural Sustainability Case Writing Awards, celebrating excellence in case writing that advances sustainability in business education.
 - The [Positive Impact Rating 2025](#) results spotlighted business schools driving societal impact, with new insights from both students and faculty.
 - Deans, academics, and sector leaders engaged in cross-cutting dialogues to explore institutional strategy, legitimacy, and collaboration in support of the SDGs.
- [See event report](#)

ADVANCING EDUCATION

In 2025, PRME continued to advance business and management education by equipping institutions with innovative tools, pedagogy, and peer-learning spaces that embed sustainability, ethics, and responsible leadership into learning environments. Through certification programmes, peer-learning networks, preparing teaching resources, educators gain the support needed to deliver impactful and interdisciplinary learning experiences. By expanding research and collaboration, PRME empowers students and faculty to tackle real-world sustainability challenges with urgency and purpose.

Pedagogy

PRME transforms pedagogy in responsible management education by providing certifications, fostering communities of practice, and recognizing innovative teaching through certifications and awards.

Curriculum

PRME advances curriculum development by supporting institutions in integrating sustainability, ethics, and responsible leadership across courses, programmes, and learning pathways. PRME encourages alignment across disciplines to strengthen institutional capacity, and create learning experiences that reflect the demands of responsible management education today.

Research

PRME fosters interdisciplinary research that goes beyond traditional academic boundaries, tackling issues like sustainable business, ethical decision-making, and the social impact of technology. Through collaborations with research partners and journals, PRME provides quality research opportunities on key themes, including responsible management education and innovative pedagogies.

Professional Development

PRME supports educators on their journey of lifelong learning, recognizing that empowered teachers are the key to cultivating responsible leaders. By engaging in professional development opportunities—such as workshops, certifications, peer learning initiatives, and mentorship—educators can expand their expertise and gain practical tools to create impactful learning experiences. These initiatives not only enhance teaching practices but also inspire faculty to collaborate across disciplines, address global challenges, and drive meaningful change in education and beyond.



Advancing Education 2025 Objectives & Goals

The Advancing Education pillar is about strengthening how we teach, learn, and support one another across the PRME community. In 2025, our focus was to move past treating "i5," pedagogy, curriculum, research, and professional development as separate pieces. Instead, we worked towards a more holistic view of the educational experience that reflects how people actually learn and how institutions actually operate. This meant creating multiple entry points for engagement so that educators, researchers, and students can connect with PRME in ways that align with their own interests and strengths.

Our goal this year was to continue mainstreaming our programmatic work across teaching, curriculum development, research, and professional learning. We wanted these efforts

to feel cohesive and accessible for the entire community. Much of this work came directly from Members who are already leading creative, impactful practices in their own institutions. By learning from them and creating spaces to share, reflect, and build together, we helped elevate responsible management education across regions and disciplines.

Looking ahead, we will continue expanding opportunities for collaboration, recognition, and collective learning. The world needs quality education that prepares students to respond to complex global challenges with integrity, purpose, and confidence. PRME is committed to supporting educators and institutions who are advancing this work every day, and to celebrating the progress we are making together as a global community.

Our 2025 Outcomes & Impact

Transformation in the classroom begins with individual educators seeking new ways to prepare their students for a rapidly changing world. In 2025, PRME partnered with *winded.vertigo*, a collective focused on innovative learning through play, to offer a certification series aimed at going beyond the traditional business school classroom to target specific skills needed for responsible leadership. Each workshop was designed to address a challenge at the heart of responsible management education: helping faculty move beyond delivering content toward designing transformative learning experiences that cultivate ethical leadership, reflective practice, and adaptive pedagogy aligned with the SDGs.

From May to December, ten workshops were hosted online, resulting in over 400 faculty, staff, and administrators from the PRME community engaged in innovative pedagogical practice. From designing experiential learning opportunities using AI to strengthening emotional intelligence in business school students, each workshop focused on teacher agency as the catalyst for educational transformation. Rather than presenting faculty

with models to passively absorb, sessions invited participants to engage in authentic pedagogical design challenges. This growing community of practice is building on the foundation of the i5 project to translate five key characteristics of learning into action.

In addition to the online workshop series, a select cohort engaged in intensive in-person design studios at PRME institutions, including Airlangga University in Indonesia and Khon Kaen University in Thailand, where embodied collaboration, cultural immersion, and sustained face-to-face dialogue enabled deeper identity-level transformation. At the conclusion of the 2025 PRME Pedagogy Certification Series, 129 educators earned a Certificate of Participation for demonstrating sustained engagement and meaningful participation in the workshops. Many more educators extended this learning by evidence of implementation and impact through SIP reporting in the PRME Commons platform, reflecting continued engagement beyond the formal programme.



IMPACT STORY:

A CLASSROOM SHIFT: PRME PEDAGOGY IN ACTION WITH JUDITA PETERLIN



For more than a decade, Judita Peterlin, Professor at the [School of Economics and Business at the University of Ljubljana](#) and a member of [PRME Chapter Central and Eastern Europe \(CEE\)](#), has engaged with PRME as a space for shared values, collective learning, and pedagogical experimentation. Through her participation in the 2025 PRME Pedagogy Certification series, she began to fundamentally

rethink her role as an educator. Rather than focusing on delivering content, she shifted toward designing learning experiences that place relationships, curiosity, and human development at the center of management education.

This shift captures what Judita says changed most through PRME Pedagogy Certification: her understanding of what learning requires before content can truly land. As she reflected during the series, "I did not think about this before the training... I thought my main role was to transfer knowledge."

From "Talking Head" to Bridge-Builder

Judita describes her PRME Pedagogy Certification experience as energizing, though initially overwhelming as she navigated the new digital tools. What sustained her was the learning environment created by the facilitators. "The sessions were always so nurturing and encouraged us to be like students." That tone mattered. It created space for Judita to rethink teaching not as having the right answers, but as shaping the conditions for learning.

One prompt, repeated throughout the series, became a practical design compass: what do we want learners to experience? Judita recalled seeing this slide multiple times, accompanied by themes of relationship-centered learning and experiential engagement. Gradually, it reshaped how she saw her role, "Maybe my role now is more of being the bridge between the students and their future business world."

She also began using the Principles of PRME as a checklist for curriculum design. "Now every time I design an exercise, I always go back and determine which activity corresponds to which Principle." The result was not just new activities, but a deeper shift in identity and intention toward what she calls "communities of awe, wonder, and curiosity," where educators do not need to have all the answers, but instead research with students, acting as facilitators rather than "talking heads," and asking better questions.

Two Curriculum Transformations: Community First, Then Rigor

Judita's redesign of her Management for International Students course using her learnings from the pedagogy certification unfolded through two complementary transformations, each explicitly aligned with all Principles of PRME.

The first, reaching around 120 students, focused on community-building as a visible and repeatable classroom practice through birthday celebration rituals. A rotating "Ritual Manager" role placed students in charge of organizing celebrations, coordinating with peers, partnering with local businesses when appropriate, and creating zero-waste gifts rooted in student talents such as painting, music, or baking. What Judita once viewed as disruptive came to represent care. Judita was amazed by how a dedicated student volunteer, Tara, took on the responsibilities of a Ritual Manager - researching each student's wishes and surprising them with the class's good wishes and a small token to say, "we are happy you are with us." Judita reflects, "I think that we need to show students we care for them as human beings, because then we will learn together and later on when students - future managers, will manage their staff they will care for others as well because they will carry with them the experience they have of being seen and worth of attention and cared for." Judita watched this transform the classroom experience: strengthened belonging, psychological safety, and a reframing of management as relational work, where noticing people, creating rituals, and designing inclusive environments are core leadership practices.

The second transformation, reaching approximately 120 students, focused on academic rigor and research literacy through a reading club co-designed with library experts. In response to declining deep reading habits and increased reliance on low-quality sources, Judita embedded knowledge center librarians into weekly learning cycles. Students learned to navigate academic databases, select scientific papers, synthesize key concepts, and present their insights through posters featuring QR codes linking to full articles, along with contact details to encourage peer dialogue. For Judita, the goal was not simply more reading, but different reading. "When you have to read in order to then talk about it later on," she explained, "you read more intentionally."

The impact extended beyond students. The model strengthened collaboration between librarians and faculty as co-educators and supported the institution's broader knowledge infrastructure. As Judita noted, when students do not use high-quality academic resources, subscriptions and funding can decline, "and then the next generation loses." Across both transformations, the sequence remained consistent: belonging and trust first; rigor and research capability next.

Scaling the Impact Beyond One Classroom

Judita shared the reading club model with colleagues at the University of Ljubljana and co-facilitated a PRME Chapter CEE Solarpunk reading club with Marina Schmitz, Co-Vice Chair Chapter Chair; IEDC-Bled School of Management, drawing on a genre and movement focused on optimistic, sustainable futures, to test how the approach translates across disciplines and age groups. For her, the value lies as much in community as in content.

Judita's story shows that curriculum transformation is not simply about redesigning syllabi or assessments. It is about rethinking the purpose of education itself. Through PRME, she moved from seeing herself as a transmitter of knowledge to a facilitator of learning communities. Her advice to others considering similar engagement is both practical and generous: take the first step, be gentle with yourself, and choose what fits your context. "Once you join the community," she said, "you see that we are all learning all the time."

Curriculum Outcomes: Laying the Foundation

This year marked progress in strengthening the curriculum dimension of responsible management education within PRME. The work was showcased on the mainstage at the PRME Global Forum, where curriculum initiatives were introduced to our wide global audience. The session underscored the importance of curriculum as a core component of responsible management education and helped set a shared direction for the months ahead. Following that introduction, we hosted a dedicated active learning workshop that brought educators and students together for hands-on discussion and review. Participant feedback demonstrated strong enthusiasm for this work and provided valuable guidance for refining our approach.

Throughout the year, we focused on translating this engagement into tangible outputs. A major priority has been the development of sample curricula that will soon be shared with the PRME community in 2026. These models are designed

to help institutions embed sustainability, ethics, and responsible leadership across programmes in ways that are practical, coherent, and adaptable to different regional and institutional contexts. We are also gathering further input through PRME Commons, where educators can share examples, contribute materials, and support collective learning.

We continued expanding peer-learning spaces, building on the energy of previous i5 workshops and widening the focus to include pedagogy, classroom practice, and curriculum design. These sessions make it possible for educators to learn from one another and explore approaches that strengthen teaching quality and student learning experiences.



Research Outcomes: Collaborating for the Future

2025 was an exceptional year for PRME's research agenda, marked by stronger global visibility, deeper collaborations across the management education ecosystem, and continued growth in high-quality scholarly contributions. Our work advanced across conferences, resources, and research networks, and reaffirmed PRME's role in connecting the global community, strengthening the research ecosystem, uplifting RME scholarship, and anchoring our network in evidence-based practice.

PRME made a significant impact at the Academy of Management (AOM) Annual Meeting in Copenhagen. With six PRME-aligned sessions from the Secretariat, a formal alignment with AOM's Management Education Division, and a number of sessions hosted by members of the community, the meeting showcased the strength of our research community and set the stage for continued collaboration. At the European Academy of Management (EURAM) annual meeting, PRME advanced the conversations first launched at the PRME Global Forum in June, drawing a full room and strengthening ties with IFSAM, BAM, and other global research bodies. This marked an important milestone for PRME, representing our growing presence within European research circles. The Secretariat also joined the PRME Working Group on Anti-Poverty at their Responsible Management Education Research (RMER) Conference in Belgrade in Belgrade, Serbia, where the importance of research leadership across our network was reinforced.

Journal of Management Education. This collection brought forward diverse scholarship on responsible management education and remains one of the most visible anchors of PRME's research identity. PRME also continued its collaborations with Emerald, The Case Centre, Routledge, and other long-standing publishing collaborators. A notable achievement this year was the collaboration with Ivey Publishing for their Sustainability Case Writing Awards, which elevated teaching cases grounded in meaning, joy, active engagement, social interaction, and iteration, while keeping responsible management and sustainable development at the center. Sponsored by PRME Advisory Board Chair Dr. Tima Bansal, in memory of her late mother, the contest broadened PRME's reach and affirmed the importance of high-quality RME-aligned teaching resources.

Research remains a central pillar of PRME's mission and a defining strength of the global community. Rigorous scholarship and high-quality teaching resources give credibility to responsible management education, support innovation in classrooms and institutions, and create shared understanding across regions and disciplines. The achievements of 2025 show how research continues to ground our work in evidence, deepen global collaboration, and expand the collective impact of the PRME community. Through sustained engagement with leading journals, conferences, and research partners, PRME continues to elevate the reach and relevance of responsible management education worldwide.

A major highlight of 2025 was the publication of the third PRME Special Issue in the International



IMPACT STORY:

BRIDGING RESEARCH AND REALITY: A COLLABORATION FOR SUSTAINABILITY IMPACT



In 2024, a critical challenge emerged within the sustainability profession. Universities were producing graduates with deep technical knowledge of sustainability and ESG, yet many early-career professionals entering the workforce felt unprepared for the realities of implementing change. Resources were limited, senior leadership remained cautious, and resistance within organizations often stifled progress. The gap between knowledge and practical implementation

called for a new kind of collaboration, one that brought academic and industry closer together.

That collaboration began to take shape at the 11th Responsible Management Education Research (RMER) Conference in Berlin, a global convening where researchers, educators, and business leaders meet to bridge theory and practice. In one particular session, a serendipitous connection unfolded between three attendees: Karen Cripps, Associate Professor in Responsible Management and Leadership at [Oxford Brookes University Business School](#) and Secretary of the [PRME UK & Ireland Chapter](#) Steering Committee; Stefanie Weniger, Executive Director of the [UN Global Compact Network Austria](#); and Klemens Höppner, a facilitator on the [Climate Literacy Training for Business Schools](#).

From Research to Action

During her presentation at RMER, Karen shared her findings on the sustainability skills gap, emphasizing the urgent need for soft skills among industry sustainability managers, such as communication, resilience, and systems thinking. Stefanie, sitting in the audience, immediately recognized the relevance of Karen's findings, "It was actually during our annual board retreat," Stefanie recalls. "One of my board members said, 'I think it would be great to offer soft skills training for ESG managers.'"

Also attending the session, Klemens recognized the opportunity. It was during networking opportunities where Stephanie approached him with the idea of turning research into practical training, and Klemens immediately saw how PRME's network could help it come to life. Together, they began to design a programme that wove together academic insight and corporate learning.

Combining Expertise to Build Skills

To design the programme, Klemens partnered with Dr. Beate Klingenberg, Professor of Sustainability and Supply Chain Management at [FOM School for Economics and Management](#), Germany, and a leading member of the [PRME Sustainability Mindset Working Group](#). Together, they collaborated with the UN Global Compact Network Austria to co-create training sessions for corporate participants, integrating academic research, corporate experience, and experiential learning.

"Karen's research was really helpful to move into that direction and was a building bridge into what is needed to support people," Klemens explains. He emphasized that much of corporate sustainability work focuses on technical solutions, but the real challenge lies in changing mindsets and adapting within complex systems. Beate added, "Working with students in academia has shown me that systemic thinking is essential, but it's not very easy to come across. Bringing that experience into the corporate context opened new ways of seeing challenges."

Karen noted the alignment between education and workplace application, "Sustainability mindset principles are equally applicable in a workplace context. They're lifelong leadership and management tools that participants can adopt as they navigate real-world challenges."

Training for the Realities of Sustainability Work

The training sessions revealed just how critical soft skills, resilience, and systemic thinking are for sustainability professionals. Stefanie highlights the challenges faced by young ESG managers, "Nowadays, it is especially difficult for the younger generation that has just started in ESG roles. They might not have the ambitious mandate they wished for. Soft skills are needed to stay on track as they are essential for communicating and positioning ESG topics across departments in the company."

Participants initially joined the training to improve soft skills, but quickly realized the transformative value in their day-to-day work. "They soon realized how essential these lessons were, as they started to see their work and challenges from new perspectives they had never considered before." Beate explains. Klemens adds that this work helps professionals navigate the tension between purpose-driven sustainability goals and profit-driven organizational realities, fostering resilience and adaptability.

A Model for Partnership with Purpose

The collaboration embodies the unique role of PRME within the UN Global Compact in connecting responsible management education with real-world practice. Relationships built through PRME community events made this initiative possible, connecting researchers, educators, and business professionals around a shared mission.

"Without PRME, this bridge would be missing," says Klemens. "It's really this coming together, the relationships that are being built and seeing that these relationships matter. That is the contribution. It's not one person's work, it's the coming together of different people working toward something that will shift us into something better."

Karen echoes that sentiment, noting how PRME fosters mutual learning between educators and practitioners, "It's so important for PRME educators to work with industry professionals to understand their realities. We often invite sustainability professionals to talk about their roles, but not necessarily about the challenges, emotions, and setbacks they face. Collaborations like this bridge that gap and make education more relevant."

Through academic insight, professional expertise, and cross-sector collaboration, this initiative demonstrates how PRME and the UN Global Compact can drive meaningful, scalable impact. By equipping both students and professionals with the skills, mindset, and resilience needed for sustainability leadership, the partnership strengthens the global movement toward responsible management and systemic change. As Klemens concluded, "It's about more than skills, it's about cultivating the mindset and relationships that make transformation possible."

Professional Development Outcomes: Equipping Educators for Action

Professional development continued to be a priority of the PRME Secretariat. While this work has long been embedded in PRME's mission, 2025 marked a more intentional effort to articulate professional learning through the way educational opportunities are designed, presented, and shared across the community. These opportunities are created for, and often by, PRME Members themselves, serving as catalysts for engagement, skill-building, and the exchange of practical tools. Together, they expand the reach of responsible management education and strengthen the collective capacity of the network.

A central feature of PRME's professional development offerings is accessibility. In 2025, entry points were intentionally designed to welcome educators at different stages of their sustainability journey, whether they are new to the field or deepening existing expertise. PRME's Climate Literacy Training, delivered through the [Working Group on Climate Change and the Environment](#), is one such opportunity. Hosted in July by PRME Chapter Australia and New Zealand, the programme engaged faculty, staff, and administrators across Oceania and the ASEAN+ region. All participants who completed the assessment were certified, marking the first time the programme achieved a 100% completion rate. Thirty-eight new educators joined the growing community of practice committed to strengthening climate understanding and action within their institutions.

Professional development in 2025 also emphasized applied teaching practice. Recognizing the role of cases as a bridge between theory and real-world decision-making, PRME collaborated with The Case Centre to offer a series of free, live workshops, exclusively for educators at PRME Signatory institutions. Over the year, six Case Teaching and six Case Writing workshops were delivered, engaging participants

from 23 countries. A total of 78 educators completed Case Teaching workshops and 53 completed Case Writing workshops, all receiving certification. These sessions strengthened educators' ability to use and develop cases that support responsible management education, equipping faculty with practical tools they can immediately integrate into their classrooms.

Alongside these opportunities, PRME continued to support deeper leadership development. In partnership with oikos International, PRME hosted the [LEAP Leadership Development Programme](#) for the second consecutive year. The six-month programme brought together 107 selected participants from around the world, spanning undergraduate, graduate, doctoral, and early-career professional stages. Building from foundations established through earlier PRME pedagogical work, the programme focused on cultivating leadership capacities such as reflective practice, collaboration, communication, and boundary-setting. Participants engaged in structured learning, peer exchange, and practical experimentation, strengthening skills that support both personal well-being and professional integrity. The programme concluded with participants equipped to carry these capacities forward into their academic, organizational, and community roles.

Taken together, PRME's professional development activities in 2025 reflect a growing emphasis on coherence and continuity. By offering accessible entry points, applied learning opportunities, and longer-term developmental experiences, PRME continues to support educators as learners and leaders within a global community. These initiatives do more than transfer knowledge; they create space for connection, experimentation, and shared growth, extending PRME's footprint for catalytic change across institutions and regions.

CHARTING IMPACT

In 2025, PRME remained committed to tracking and amplifying the transformation of business and management schools as they embed sustainability into education, research, and operations. Through the Sharing Information on Progress (SIP) report, Signatory Members document their efforts to implement the Seven Principles of PRME and contribute to the SDGs. Throughout the year, SIPs continued to serve as both a reflection of individual progress and a collective benchmark for responsible management education worldwide.

PRME Commons continued to advance these efforts as a collaborative platform where Signatory Members can co-create, showcase, and share their stories of sustainable leadership. Commons provides a space for storytelling, data-driven insights, and global dialogues, supporting schools in translating commitments into measurable change. Charting Impact is about more than tracking progress—it's about driving accountability, sharing knowledge, and inspiring action across the global business education community.

Our 2025 Objectives & Goals

Throughout 2025, PRME focused on strengthening how institutions chart and demonstrate impact—by making reporting more accessible, inclusive, and meaningful. The priority was to reduce friction in the reporting process, enable richer and more flexible forms of evidence, and support broader participation across institutions rather than relying on a single reporting focal point.

PRME sought to support clearer, more coherent documentation of impact across teaching, research, partnerships, and operations, while encouraging collaboration and shared ownership among educators, researchers, and contributors. Across the Seven Principles, the aim was to balance consistency and comparability with space for institutional voice and context—supporting



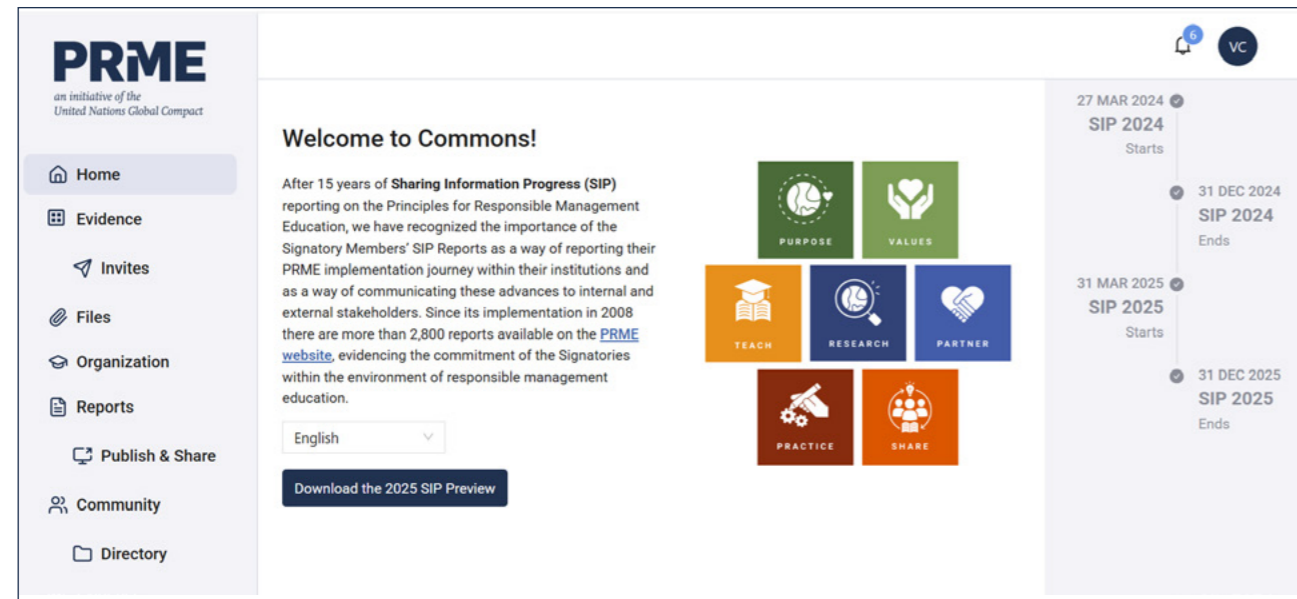
reflection, learning, and continuous improvement over time.

SIP Reporting and PRME Commons Outcomes: Community Adoption

In 2025, SIP reporting continued to grow as a collective benchmark for responsible management education within the PRME community, supported by PRME Commons as the community's digital backbone. In 2025, the SIP submission rate rose by 20% compared with 2024, an important signal that more institutions are treating the process as an annual rhythm of reflection, documentation, and accountability.

Adoption of PRME Commons accelerated across the year. The platform reached 2,700 users, including 1,500 new users in 2025 and 529 new users in the final three months of the year. This growth adds depth and richness not only to Commons but also to the SIP themselves as contributions go beyond a single focal point.

PRME aimed to simplify SIP inputs by unifying previously separate "objects" and "narratives" into a single evidence model, and broadened evidence types so Signatories could more clearly document



impact across teaching, research, partnerships, and operations. The updated reporting experience clarified how members contribute: closed-ended questions enable quick, structured input, while prompts invite richer reflection supported by evidence. Contributor journeys were also expanded through educator- and researcher-oriented profile types, streamlined delegation (administrators could assign users directly to specific SIP questions or prompts), and a non-Signatory contributor role that supported partners and external collaborators in submitting evidence while maintaining appropriate access controls.

Across the Seven Principles, reporting was streamlined with fewer mandatory questions and required submissions, paired with more optional opportunities to share context, examples, and voices from across the institution. In parallel,

PRME advanced tools to help Signatories transform the evidence they submitted into reports that communicate impact clearly to external stakeholders.

Additionally, the evidence repository scaled significantly in 2025, with 45,000 pieces of evidence submitted via Commons. Evidence was captured in a structured format across nine evidence types (courses, degree programmes, publications, images, and attachments) each governed by sharing rights (Public, PRME Community, or Private). This permission-controlled approach strengthened the credibility of SIP reporting by linking claims to verifiable artefacts, while allowing Signatories to balance transparency with legitimate constraints around privacy, partnerships, and internal documentation.

2025 SIP Reporting Reflections

“The process is clear, straightforward, and effective.”

— Commons User Survey (Q3, 2025) respondent

“The PDF for report preview was a great addition. The report seems to be improving all the time.”

— Commons User Survey (Q3, 2025) respondent



COMMUNICATIONS AND OUTREACH

Our 2025 Objectives & Goals

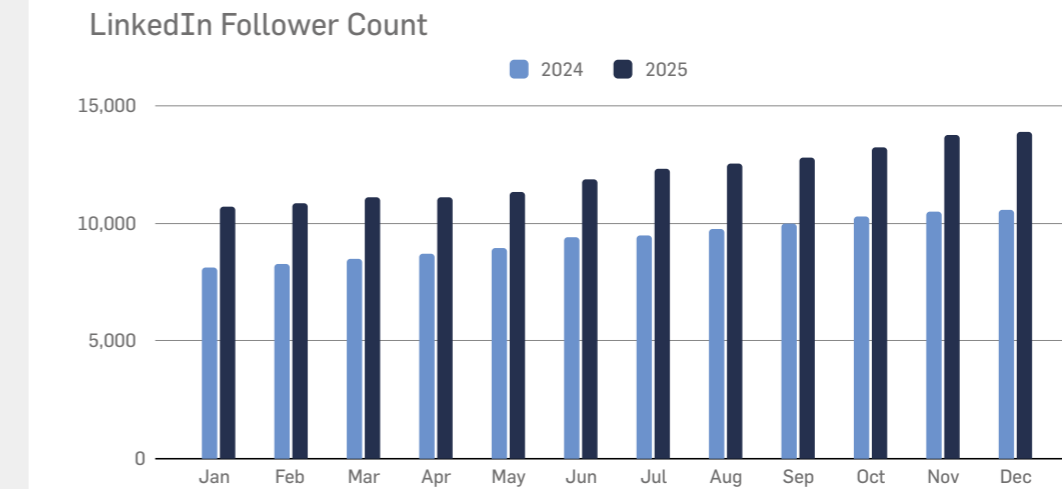
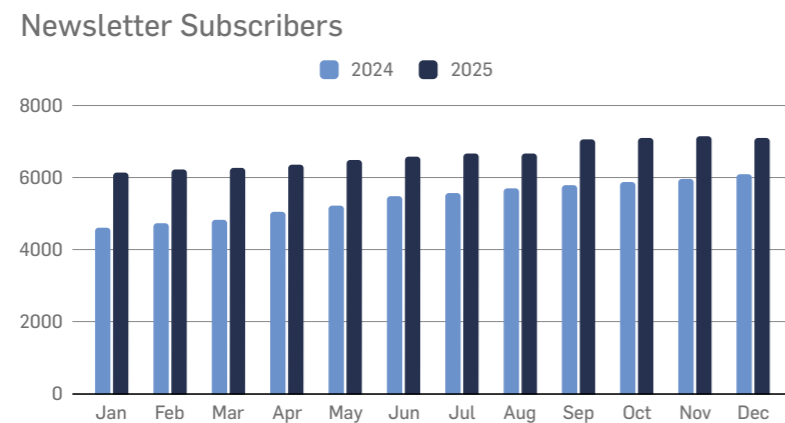
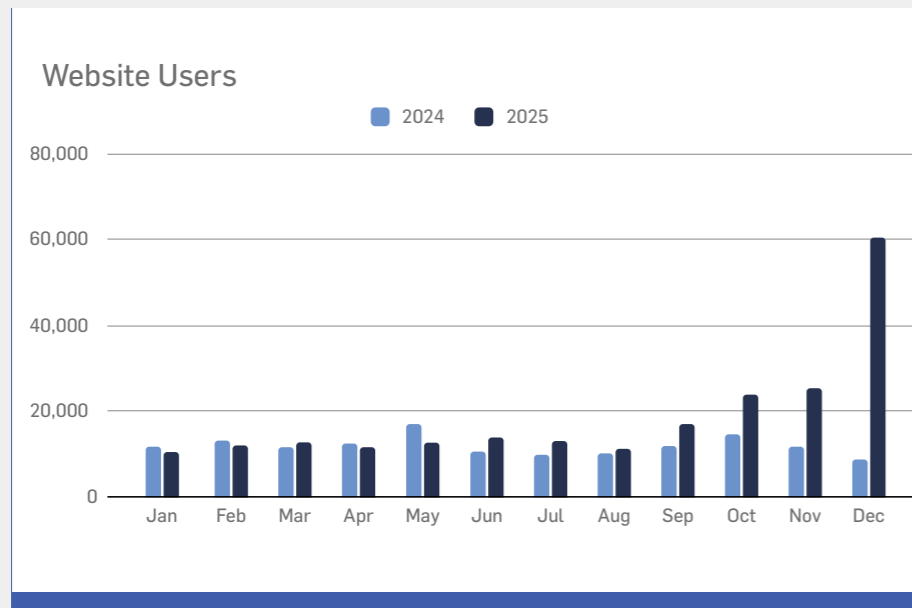
In 2025, PRME's communications efforts focused on amplifying the story of PRME's global impact, driving awareness of responsible management education, engaging our community, and expanding our reach. Through new storytelling initiatives, such as impact stories and Signatory spotlights, PRME showcased how both the PRME Secretariat and its global community are developing innovative programmes, trainings, and resources that advance the Principles of PRME and contribute to the SDGs.

As part of efforts to raise awareness of responsible management education, PRME launched a global campaign this year with the goals of spotlighting the need for responsible leadership, and mobilizing students, educators, and institutional leaders toward a collective shift in how we teach and learn business—centered on sustainability and long-term impact. The campaign empowered business schools to integrate responsible management more deeply into curricula and systems, aiming to help institutions translate interest and commitment

into action. To expand reach and visibility, PRME ran targeted advertisements on LinkedIn and Google, engaging new audiences across academia, business, and the broader sustainability community.

Strategic growth across PRME's social media platforms, enhanced website content, and a growing base of engaged subscribers have strengthened community connections and extended PRME's visibility and influence. The PRME website served as a key platform for thought leadership and updates from across the community, while social media channels provided real-time storytelling opportunities to highlight signatory achievements and global initiatives. These efforts underscore PRME's commitment to using communications as a tool for impact, connecting diverse voices, sharing knowledge, and inspiring action toward a more sustainable and inclusive future.

2025 Communications Outcomes & Impact



Shape the Students who Shape the World Campaign

This year, PRME launched Shape the Students who Shape the World, its first major global communications campaign, during the UN General Assembly on 26 September, 2025 at the UN Global Compact Hub. The campaign targeted three main audiences within business schools: students; faculty, staff, and administrators; and institutional leadership. To maximize outreach, a short awareness film was developed, a gallery of 55 video statements from students, deans, and faculty from around the world was curated, and digital ads were deployed across social media platforms, including LinkedIn and YouTube, as well as search engines.

Beyond raising awareness, this campaign also sought to provide practical tools and resources to the audience in the form of

responsible management education Toolkits for students, faculty, and institutional leadership. These Toolkits make the case for responsible management education, highlighting how it can support student retention, accreditation standards, and demonstrate commitment to sustainability, while also debunking common myths. They also equip passionate educators and students with template language to advocate for responsible management education within their institution.

Overall, the campaign generated strong engagement from current and prospective PRME Signatories, building a robust pipeline of students, faculty, and leadership eager to learn more and get involved.

Landing page views: 130,000+
Video Views: 22.5 million
Social Media Impressions: 36+ million

“The Toolkit is extremely helpful and serves as an additional resource that strengthens our ongoing efforts towards sustainability.”

— Sustainability Development Office, Polytechnic University of Leiria

“I recently downloaded the PRME Responsible Management Education (RME) Toolkit, and I have found it to be a very useful resource. The structure and practical guidance provided make it easier to reflect on how to meaningfully integrate RME into teaching and classroom discussions. What I particularly value is how the Toolkit connects theoretical perspectives with practical teaching strategies, offering concrete examples that can be adapted to different learning contexts. It also serves as a helpful guide in aligning classroom teaching with the broader sustainability and responsible management agenda.”

—Center for Research Initiatives (CRI)



Shape the Students who Shape the World

ADVANCING RME WITH COLLABORATORS

Private Sector

Tsao Pao Chee

In 2025, the collaboration between Tsao Pao Chee (TPC) and PRME significantly advanced the mission of PRME to shift higher education toward sustainability and SDG-aligned responsible leadership. Building on 2024, the collaboration ran a global public awareness campaign highlighting the urgency of reforming business and management education, in part through the Shape the Students Who Shape the World campaign. It also leveraged high-visibility moments such as the World Economic Forum Annual Meeting 2025 in Davos, where PRME took part in key discussions and awareness-raising on the importance of responsible leadership in social discourse.

Additionally, the collaboration culminated in an Education Innovation Summit in Malaysia in December, 2025 — bringing together cross-disciplinary thought leaders to chart concrete, actionable strategies for transforming higher education, embedding responsible management principles, and accelerating impact toward the SDGs. Through these multi-pronged efforts, TPC and PRME continued to build momentum for a new paradigm of purpose-driven, sustainability-focused higher education worldwide.

FyrstGen

In 2025, FyrstGen formally joined forces with PRME, launching a collaboration in November to democratize innovation and entrepreneurship opportunities for universities, educators, and students worldwide.

Through the collaboration, FyrstGen's Company-Building-as-a-Service (CBaaS®) platform was made freely available to PRME's 850+ Signatory members globally — giving institutions, educators, students, and researchers a path to transform otherwise dormant or shelved intellectual property into real-world, impact-driven enterprises.

This collaboration was introduced during the United Nations General Assembly (UNGA) High-Level Week in September, 2025. Together, FyrstGen and PRME aim to broaden access to entrepreneurial building blocks, and accelerate progress toward the Sustainable Development Goals by turning neglected academic IP into inclusive, high-impact ventures.



UN Engagements

In 2025, PRME deepened its engagement with UN partners, notably UNESCO, and participated actively in major UN-system initiatives, strengthening the bridge between higher education, sustainability, and global policy. At the UN High-Level Political Forum in July, PRME co-organized an event with UNESCO which provided a platform for students to discuss how to drive action for SDG 6 (Clean Water & Sanitation), SDG 8 (Decent Work), and SDG 14 (Life Below Water). PRME also held an important forum during United Nations General Assembly High-Level Week (UNGA), calling for action to reimagine business education for a sustainable future, which featured the announcement of the PRME Students Innovation Studio and kicked off the campaign, Shape the Students who Shape the World, a global effort to accelerate the integration of responsible leadership into the core of business and management education.

PRME attended COP30 in Belém, Brazil to highlight the urgent need for responsible future leaders in response to the ongoing climate crisis. At the UN Global Compact pavilion, PRME convened an interactive and role-playing session, "The Future Boardroom: Leading Through Climate Crisis," where youth, indigenous and civil-society

voices, business and academic leaders explored decision-making during climate catastrophes and how management education can shape corporate and societal responses to climate emergencies.

Further, PRME participated in other high-level UN forums such as the ECOSOC Youth Forum, providing an opportunity for students, academics, and business leaders to discuss the mobilization of investments and inclusive action to advance sustainable development with key UN and government leaders.

Complementing these activities, PRME also collaborated with UNESCO-IESALC to host a collaborative, strategy-building workshop in Kuala Lumpur, Malaysia, focused on reimagining higher education's core functions through the lens of meaningful youth engagement and intergenerational co-creation, in alignment with the ambitions of the [UN Summit of the Future](#).

Through these cross-system engagements, PRME reinforced its role as a key bridge between higher education and UN sustainability processes — advancing youth-driven innovation, intergenerational dialogue, institutional reform, and global cooperation to deliver on the SDGs.

UN Global Compact Country Networks

In 2025, PRME strengthened its collaboration with UN Global Compact Country Networks — transforming needed opportunities into concrete, scalable action.

From the PRME community, Caroline D Ditlev-Simonsen, BI Norwegian Business School; Jill Bogie, Gordon Institute of Business and Science, University of Pretoria; and Flávio Hourneaux Junior, School of Economics, Management, Accounting and Actuarial Science, University

of Sao Paulo, explored ways to deepen collaborations with Country Networks by building upon lessons learned from networks such as the Global Compact Network South Africa and Brazil. Key lessons included working through local structures before getting specific on engagements; aligning with regional strategies and leadership priorities; and identifying "translators" that can bridge PRME's work with the Country Networks.

A highlight of these strengthened collaborations was the PRME UK and Ireland Chapter working with the UN Global Compact Network UK to author a report: [Sustainability in Early Careers](#). PRME also participated in the Ninth Sustainability Summit for Southeast Europe and the Mediterranean together with the UN Global Compact Network Greece to discuss and explore

sustainability ratings and the role of education in shaping responsible leadership. UN Global Compact Country Networks were also involved in the 2025 PRME Global Forum, where participants discussed how to further deepen engagements and launched a report that dives into these collaboration models.

Responsible Management Education Collaborators

In 2025, PRME deepened its engagement with accreditation and ranking bodies to better support institutions in demonstrating meaningful societal impact and embedding responsibility and sustainability across teaching, research, and practice. A key initiative was the Accreditation and Ranking Impact Webinar Series, delivered from March to May in collaboration with AACSB, EFMD, AMBA, Times Higher Education, and the Financial Times. This five-part series convened accreditation representatives, academic leaders, and the PRME Secretariat to explore evolving standards, shared reporting challenges, and how PRME tools, particularly the Sharing Information on Progress (SIP) Report, can support accreditation and ranking processes.




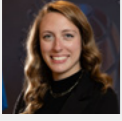

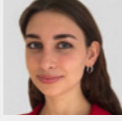



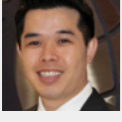
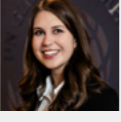


PRME also partnered with AACSB, EFMD Global, and the Responsible Research in Business and Management (RRBM) Network to bring Responsible Management Education Week (RME) 2025, a premiere convening shaping global conversations on the future of management education to life. Through the PRME Global Forum, practical curriculum workshops, and research-focused convenings, the week fostered cross-sector collaboration, strengthened alignment with the SDGs. Together, these collaborations underscored the importance of coordinating efforts to embed responsibility, ethics, and sustainability at the heart of business and management education worldwide to ensure a sustainable future.







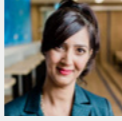






PRME COMMUNITY



PRME SECRETARIAT

 Omid Aschari Senior Advisor	 Sophie Kacki Manager, Programmes & Engagement	 Jessica Wilson Coordinator, Research & Community Engagement
 Cheyenne Maddox Senior Manager, Communications	 Violet Chazkel Coordinator, Communications	 Lea Anders Intern
 Meredith Storey Senior Manager, Programmes & Engagement	 Zein Ibrahim Coordinator, Programmes & Research	 Pablo Laporte Intern
 Hai Tiet Senior Manager, Development	 Samantha Thompson Coordinator, Programmes & Engagement	
 Alexander Brewer Manager, Data Science	 Kristina Mincheva Coordinator, Programmes & Engagement	

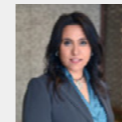



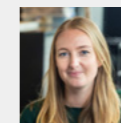
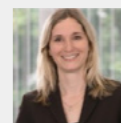

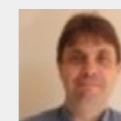
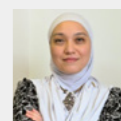

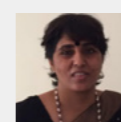
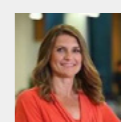




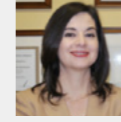




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Steve Kenzie, UN Global Compact Network UK

Nessa Whelan, UN Global Compact Network Ireland

Chapter Administrator: Jackie Hicken, Birmingham City University

Soheil Davari, University of Bath

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 Petra Molthan-Hill Co-Chair, PRME Working Group on Climate Change and Environment	 Megan Kashner Co-Chair, PRME Working Group on Sustainable Finance	



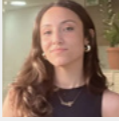

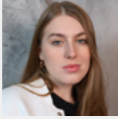
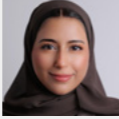



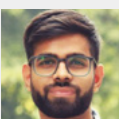
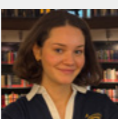

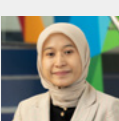

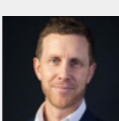
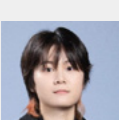
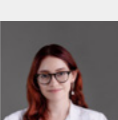
 = Outgoing Working Group Chairs as of December 2025

2024-2025 PRME CHAMPIONS







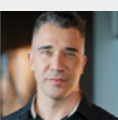
			
			
			
			
			
			
			
			
			
			
			

PRME STUDENTS

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 Bassel Mohamed Ali Deghaidy Africa	 Aliaksandra Tserakhava Eurasia	 Hassa Khalid Almujiysh Middle East
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 Novia Kuserawati East and Southeast Asia	 Gabriel Eduardo Fonseca Carrasquero Latin America	 Simon Peter Shelton Oceania
 Yayu Yu East and Southeast Asia	 Valeria Martinez Ruiz Latin America	

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 Aziza Asanbekova Karomatulloevna Ambassador Programme	 Hicham Djibril Mailele Careers	 Jose Lopez Social Media
 Quoc-Dang Tran Ambassador Programme	 Yasmin Elbardawil Events	
 Nazanin Tahssili Careers	 Vanderson Correa Newsletter	

FINANCIALS

2025 Finances	
Income	
Core PRME Fees & Other Income	\$ 1,060,365
Grants	\$ 2,050,546
Total Income	\$ 3,110,911
Expenses	
Personnel & Consultants	\$ 1,500,000
Programmes, Events & Travel	\$ 765,000
Operations, IT & Administration	\$ 555,818
Total Expenses	\$ 2,820,818
Operating Surplus / (Deficit)	\$ 290,093
Cash reserve carryover to 2026	\$ 150,000

Financial information for PRME is reported as part of the UN Global Compact's consolidated financial statements. For full details, please refer to the UN Global Compact's financial disclosures.



PRiME Principles for Responsible
Management Education

an initiative of the

