INTERNAL



PRME CHAPTERS AND GLOBAL COMPACT NETWORKS:

A LOCAL COLLABORATION & RECOMMENDATION REPORT

by the PRME Chapter and Global Compact Collaboration Task Force

Table of Contents

1 Executive Summary

2 Introduction

3 Methodology

4 Examples of Collaboration

5 Barriers to Collaboration

6 Future Potential for Collaboration

7 Models for Collaboration

8 2025 PRME Global Forum Panel

9 Key Reflections

1. Executive Summary

This report provides a global overview of collaborations between PRME Chapters, PRME business schools, and Global Compact Country Networks (CNs), identifying current practices, challenges, and future opportunities. Developed by the Cross-Chapter Task Force on PRME and UN Global Compact Collaboration (2024–2025), the findings are based on surveys from 58 PRME signatories and 18 CNs, supplemented by Task Force discussions and conference insights.

Key Findings

- Collaboration Models: Most partnerships are organic, driven by personal relationships, geographic proximity, or institutional ties. Structured engagement exists in regions like Brazil, LAC, and DACH, while others rely on individual school-CN partnerships.
- Successful Initiatives: Examples include joint research, guest lectures, student projects, accelerator programmes, and co-hosted events. CNs also engage PRME schools through governance roles (e.g., board membership).
- Barriers: Challenges include resource constraints, misaligned priorities, lack of awareness, and geographic disparities.
- Future Opportunities: High interest exists in applied research, student engagement (internships, accelerators), and joint learning materials (e.g., case studies).

Strategic Recommendations

- Enhance Mutual Understanding: Foster cross-promotion, joint onboarding, and reciprocal invitations to annual meetings.
- Leverage Academic Expertise: Utilize PRME faculty for on-demand localized training, case studies, and impact-driven research aligned with UN Global Compact priorities.
- Adapt to Regional Contexts: Tailor strategies to CN/PRME maturity levels, developing structured collaboration frameworks where beneficial.

This report highlights the potential for PRME and Country Networks to accelerate SDG progress through strategic partnerships. By addressing barriers and scaling successful models, both communities can strengthen their collective impact within the One Global Compact ecosystem.

2. Introduction

Purpose

Between March and May 2025, with the support of the PRME Secretariat, the Cross-Chapter Task Force on PRME and UN Global Compact Collaboration was established. Its primary aim was to develop a concise report that provides the first global overview of how PRME Chapters, business schools and Global Compact Country Networks (CNs) are engaging and to survey where perceived future opportunities lie.

This report is designed to provide inspiration by identifying real-world examples of collaboration while also looking ahead to address: Where is the greatest potential for developing mutually beneficial, strategic collaborations between PRME Chapters, business schools, and CNs? What barriers or challenges need to be overcome to realize that potential?

At its core, this report is an invitation to reflect on how PRME and UN Global Compact, aligned in their purpose and shared commitment to sustainable development, can work together more effectively to accelerate societal impact and advance the Sustainable Development Goals (SDGs).

Background

This initiative builds on earlier efforts led by the PRME Nordic Chapter, which led a working group from 2022–2023 to explore collaboration between PRME Chapters, business schools, and CNs. Its purpose was to find inspiration on how to structure its relationship with CNs. That project culminated in the report "PRME Business Schools & Global Compact Local Networks: The Current State of Collaboration," presented as a poster at the 2023 PRME Global Forum.

The current Task Force was created to build on those findings, broaden conversation, and gain a more global understanding of collaborative efforts. Participation was open to all PRME Chapters and their members as well as CN representatives. Invitations were extended by the Task Force Leader, and the Task Force held its first meeting in late May 2024. The Task Force met multiple times in 2024 and 2025. Two separate surveys were designed and distributed: one to PRME signatories and the other to CNs.

While PRME and the UN Global Compact share a common vision for sustainable business, responsible leadership, and education, collaboration between their networks varies significantly across regions. In most cases, engagements have emerged organically, outside of formal initiatives and evolved in different directions. Some collaborations have been centralized and structured through PRME Chapters; others have developed informally through personal relationships between individual schools and their respective CNs. Almost all have been exploratory engagements ranging from occasional interactions to ongoing, sustained partnerships.

Task Force

Task Force Leader
Anna Czerwinska, BI Norwegian Business School

PRME Secretariat
Sophie Kacki

Africa
Sherwat Elwan Ibrahim, American University in Cairo

Eurasia
Marzhan Berniyazova, KIMEP University;
Brendan Duprey, Narxoz University

Nordics
Lavinia-Cristina Losif-Lazar, Copenhagen Business School;
Caroline Aggestam Pontoppidan, Copenhagen Business School;
Caroline Dale Ditlev-Simonsen, BI Norwegian Business School;
Ann Kristin Helgeland Calisch, BI Norwegian Business School

ASEAN+
Vasu Srivibha, Sasin School of Management;
Ben Sheglin, Zhejiang University

France & Benelux
Krista Finstad-Milion, ICN Business School;
Taha Nisari, Global Compact Network France;
Manon Coulon-Gavalda, Global Compact Network France

North America
Anna Hohenadel, Conestoga College;
Elizabeth Collier, Dominican University;
David Steingard, Saint Joseph's University

Australia & New Zealand
Joya Kemper, University of Canterbury;
Robert Hales, Griffith University

India
Sreerupa Sengupta, Goa Institute of Management;
Chandrika Parmar, SPJIMR

UK & Ireland
Manuela Rehill, Global Compact Network UK;
Natascha Radclyffe-Thomas, Ravensbourne University London

Brazil
Flávio Hourneaux Junior, FEA University of São Paulo

LAC
Victoria Gonzalez, CETY University

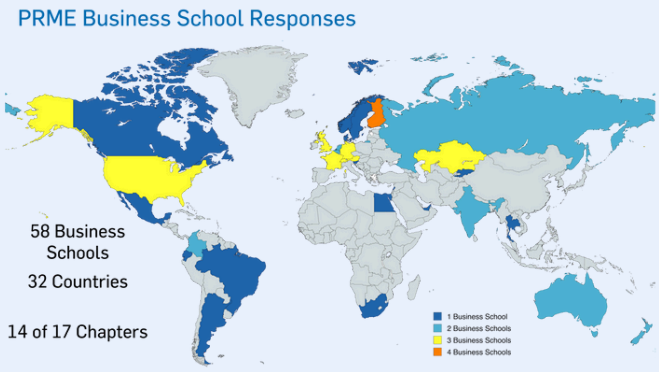
DACH
Lisa Fröhlich, Global Compact Network Germany;
Ingela Tietze, Pforzheim University;
Anastasios Fountis, Berlin School of Business and Innovation

CEE
Zsófia Nemes, Corvinus University of Budapest;
Rok Ramšak, IEDC - Bled School of Management

Middle East
Jeremy Williams, Zayed University

3. Methodology

This report draws on two surveys developed by the Task Force and conducted in 2024. The first, targeting PRME Chapters and business schools, ran from June 5 to October 2 and received 58 responses. It examined existing collaborations with CNs, engagement methods, barriers, and future opportunities. The second, conducted from October 21 to November 22 with 18 responses from CNs, focused on past and current engagements with PRME, how they began, and perceived opportunities and challenges.



Both surveys combined multiple-choice and open-ended questions. CNs also shared how partnerships were initiated and where stronger cooperation could evolve. While the surveys offer some valuable insights, they have limitations. Regional representation was uneven, and some open-ended questions were left unanswered. Nonetheless, the findings offer a meaningful global snapshot of current practices, gaps, and perspectives on opportunities for collaboration.

The preliminary results of the PRME Chapter and business schools survey were presented in a panel at the 11th Responsible Managmenet Education Research Conference, held at the Berlin School of Business and Innovation (BSBI) on 26 September 2024. The 1.5-hour discussion and Q&A featured PRME-UN Global Compact Collaboration Task Force Leader Anna Czerwinska; PRME DACH Chapter Chair Lisa Fröhlich; and CN executive directors Stefanie Weniger (Austria) and Antonio Hautle (Switzerland & Liechtenstein). Shortly thereafter, the Task Force Leader presented these findings again alongside PRME Brazil Chapter Chair Flávio Hourneaux Junior at the 5th Annual PRME Global Chapter Forum held on October 2, 2024.

On June 10, 2025, the PRME Global Forum hosted a panel session titled “The Potential of PRME Signatories and UN Global Compact Country Network Collaboration” with representatives from both initiatives. The panel began a brief presentation of the Task Force survey results by Anna Czerwinska (PRME Chapter Nordics). The panel discussion was then moderated by Sherwat Elwan Ibrahim (PRME Chapter Africa) and included the following participants: Brendan Duprey (PRME Chapter Eurasia), Sophie Kacki (PRME Secretariat), Antonio Hautle (CN Switzerland & Liechtenstein), Herve Lado (UN Global Compact), and Harold Kent Heredia (UN Global Compact), who participated in place of Tolulope Lewis Tamoka (UN Global Compact).

4. Examples of Collaboration

The following section introduces a broad range of collaborations from academic engagement, research, events, to capacity building. These collaborations were often shaped by geographic proximity, PRME Chapter engagement, and personal relationships.

Academic Collaborations

- Course assignments: Developed course assignments in collaboration with UN Global Compact member schools and the UN Global Compact Africa Business Leaders Coalition (Egypt) and invited CN companies for MSc students to write consultancy reports (Sweden, Finland)
- Guest lectures: CN representatives from Australia, Russia, South Africa, UK and Switzerland delivered guest lectures in BSc, MSc, and Exec Ed classrooms.
- Regional field trips: PRME Faculty arranged student and regional partner field trips to CN France headquarters, located in a different region of France.
- Student theses & projects: Collaborated on matching students and UN Global Compact companies to write student theses and other research projects (CN Switzerland & Liechtenstein; CN Sweden).
- Digital content: Video interview acknowledging PRME and UN Global Compact, shared by faculty in the classroom and with university industry advisory boards (USA).
- Co-develop new programmes: Attending a regional CN France meeting, contact with a corporate member inspired a new undergraduate educational workshop partnership (France).
- Sponsorship: CN Australia supported a PRME I5 workshop.
- Student associations: CN Switzerland & Liechtenstein collaborate with student associations, e.g. oikos and AIESEC.

Professional Development & Capacity Building

- Joint training programmes and webinars: PRME faculty collaborated with CN Denmark to deliver Carbon and Climate Literacy workshops, currently designing a programmes for biodiversity literacy; training programmes for business leaders at the regional level (CN Colombia), on human rights in business (CN Austria), anti-corruption (CN Switzerland & Liechtenstein).
- Working groups & social impact: PRME faculty and CNs participated in several Agenda 2030 Working Groups (Mexico), regional working groups and on local social impact projects (Colombia).
- Exploratory meetings: CN Pakistan held meetings with leading business schools and HEI Minister on bridging the gap between academia and business through the development of a curriculum for responsible management education that balances economic objectives with sustainability goals.

Events

- Co-organised events: CNs co-organized events on women's leadership (Thailand), national conclave on ESG (Chapter India), the 2023 Circular Economy Forum (Mexico), other events (Austria, Netherlands, Norway), and inspired follow-up events due to success (Switzerland).



- CN speakers: CN Australia spoke at PRME Global Forum, UN Global Compact Assistant Secretary General featured as keynote speaker at a presidential inauguration (USA), CN Colombia spoke on good institutional practices, SDG Pioneers, and regional conferences (Netherlands), at business school events (Switzerland, UK), and to student audiences about UN Global Compact (CN France).
- PRME faculty speakers: PRME faculty are invited for speaking engagements at CN Brazil and Canada events.
- Host CN events: PRME business schools have hosted CNs Brazil, Mexico, and South Africa events. CN Sweden is planning an event with PRME researcher and network companies as speakers on living wages. PRME schools offer a free venue for CN Norway events.
- Media collaboration: CN Switzerland & Liechtenstein and PRME schools promote each other's initiatives via social media and other channels. A PRME business school has a seat at the CN Norway Editorial Board for its podcast and journal.

Research

- Joint research projects: PRME faculty and CN Mexico wrote the first study on the impact of corruption on the economic, social, and political development of states, international organizations, the private sector, and society in Latin America CN Ecuador and UK have been/are collaborating with PRME faculty on other joint research projects, e.g. SDGs.
- University indicators: PRME Chapter LAC and CN Colombia developed a system of social responsibility indicators for HEI on how to measure progress on sustainable development and the SDGs.
- Cross-country research: On private-sector policy enablers (Egypt).
- Market research: Analyzed SDG measurement/disclosure by ASX150 companies and made the report available to CN Australia members (Australia).
- On-demand research: Faculty and students provide on-demand research/reports at the request of the CN Brazil (PRME Chapter Brazil) and in collaboration with the CN via workshops. CN Switzerland & Liechtenstein have a mandate for a study on child labor.

Students & Young Professionals Engagement

- UN Global Compact/CN Accelerators: Faculty, students, and/or alumni participated in the SDG Young Innovators (South Africa), SDG Innovation Accelerator (India, Lebanon, Switzerland), UN Global Compact SDG Ambition Accelerator (Kazakhstan) and later leveraged the school's network and relationships (South Africa).
- SDG Brain Lab: CN Netherlands launched the SDG Brain Lab, a 7-month programme to empower Lebanese youth 18 to 24 to advance Agenda 2030 (Lebanon).
- CN employee: Hired a dedicated person to develop student programming (CN France).
- Competitions: CNs Norway, Netherlands, and France and PRME faculty invited as jury members in events, essay competitions, and the SDG Pioneers.
- Internships and job boards: The Netherlands offers annual UN Global Compact student internships and have shared intern logistics between CN UK and PRME Chapter. PRME business schools share CN UK company job postings.
- Sponsorship: CN Germany sponsored student participation in PRME events.

Governance & Institutional Engagement

- Annual meetings: PRME Chapters invite CN and vice versa attend annual meetings (Austria, Colombia, France, UK, PRME Chapters Nordics, Benelux, Brazil, and DACH) and hold annual meetings at CN offices (PRME Chapter Brazil).
- Steering committees: CN Colombia representative is a member of the PRME Chapter steering committee.
- Working Groups: regional working groups with PRME business schools to become familiar with PRME principles (Colombia).
- CN board participation: CNs Austria, Canada, Colombia, India, Netherlands, Norway, South Africa, and UK have PRME faculty on their boards.
- Structured collaboration: Signed MoU between a PRME signatory and CN Netherlands and in process of renewing (the Netherlands). PRME business schools formally joined CNs Norway and UK.
- Ongoing dialogue: CNs Austria, Brazil, Netherlands, and Norway are in semi-regular exchange and dedicated meeting(s) for discussing opportunities for collaboration with PRME faculty and Chapter Brazil.
- Advisory boards: CNs Denmark and UK sit on a business school PRME Advisory Boards.
- Treasury management: CNs Mexico, Canada, France, and Denmark manage PRME Chapter funds. CN Denmark also administers i5 funds. CN France and Norway manage PRME Benelux and Nordics Chapter funds.
- CNs raising PRME awareness: CN Colombia and Pakistan actively work via working groups, meetings, and/or webinars to raise awareness of PRME amongst business schools.
- CN networking events: PRME faculty are invited to CN networking meetings, workshops, and events (Austria, Brazil, Egypt, France, Norway, UK).

5. Barriers to Collaboration

Resource Constraints

- Double membership fees and reporting: Several PRME Chapters and business schools reported different fee structures, single/double for joining PRME and UN Global Compact/CNs and different reporting requirements, single/double e.g. single reporting PRME reporting fulfilled CN/UN Global Compact requirements.
- Time, budget, and personal constraints: Limited time, funding, and faculty/staff resources from both PRME schools and CNs (Austria, Costa Rica, Egypt, Russia, Norway, Mexico, Pakistan, Switzerland & Liechtenstein).

Strategic Alignment

- Relevance: collaborations need to have a clear value proposition/relevance for member companies (CNs Germany, Norway, Switzerland & Liechtenstein and UK).
- Institutional prioritization: business schools prefer joining UN Global Compact and not PRME, “business schools don’t understand the benefits of PRME, hindering collaboration” (CN Pakistan), others prioritize PRME engagement over CN (UAE), lack of interest in joining UN Global Compact (New Zealand), and a perceived lack of common interests between business schools and CN companies (Thailand).

Communication & Awareness

- Awareness: faculty and students are unaware of their local CN’s presence or role (South Africa), lack of awareness and understanding of opportunities and benefits (Canada, CN Mexico) and benefits for all stakeholders should be communicated (France).
- Limited communication: lack of mechanisms for Chapters to contact Country Networks, sparse institutional contact, rather individual contact (Denmark),
- Lack of structure and/or precedent: the absence of structured collaboration formats hinders progress (Netherlands, Norway, Slovenia, Austria) or there should be more formats catering to regional distances (France) and lack of precedent and/or local examples (New Zealand, Kazakhstan, Pakistan).



Geographic & Structural Challenges

- Regional distances: geographical distance from CN offices (Dominican Republic, Colombia, Ecuador, France) or more difficult to collaborate with regional business schools, preference for those in major cities (Sweden).
- CNs presence: there are no CNs in the respective countries (Belgium, Slovenia), CN New Zealand does not seem to have a current appointed contact and CN Ecuador reduced its activity.
- Point of contact: there is no central PRME point of contact, rather individual schools (CN Sweden).
- Network defined: several collaborations take place between the business school and UN Global Compact member companies, but not directly with CN Finland or defined by the PRME network.

6. Future Potential for Collaboration

This question received significantly more responses than all the other questions. Several areas stand out, especially if benefits and efforts are better aligned.

Academic Collaboration

- Co-develop curricula & case studies: Creation of local and regional case studies reflecting sustainability challenges in the Global South (India). Joint development of UN Global Compact Academy curricula and responsible management education resources (Austria, Pakistan). Customize UN Global Compact/CNs training programmes to the local context (Chapter DACH) and company representatives to provide input for academic courses (Austria, Norway).
- Guest lectures & speaking engagements: CN representatives speaking in executive education and alumni contexts (Switzerland), in classrooms (Canada).
- Course materials and teaching tools: Joint creation of pedagogical materials and teaching units for accelerators and webinars (Switzerland & Liechtenstein). Leverage academic expertise in thematic programming (Netherlands).
- New academic programmes: Development of joint educational programmes (Russia). Development of Train-the-Trainer and capacity-building programmes in SDGs (Thailand).

Research

- Joint research projects: Cross-border research partnerships on sustainability and responsible business (Brazil). Practical research using good practices from network companies (Kazakhstan).
- Policy influence and knowledge transfer: Amplifying research to influence law and policy (Australia). Market research and research on business impact to support responsible practices (Russia, Colombia).
- Use of CoP data for research: Explore using results from CoP submissions for research purposes (Austria, Sweden).
- Funding and support mechanisms: Explore grants and incentives to support joint research and overcome resource constraints (Austria).

Professional Development & Capacity Building

- Faculty-led trainings for companies: Use PRME faculty as trainers and mentors in business programmes and accelerators (Austria, Switzerland & Liechtenstein).
- Workshops and webinars: Co-design workshops for climate and biodiversity literacy (Nordics). Online training and SDG-focused webinars (Mexico).
- Knowledge exchange platforms: Share curricula, methods, and best practices for teaching sustainability (Pakistan).

Students & Young Professionals Engagement

- Internships & Jobs: Collaboration to offer internships and trainee programmes with CN companies (Finland, Colombia, Netherlands, Kazakhstan, Canada).
- Events: Youth-focused educational and research programmes, and project showcase symposia (Brazil, France).
- Accelerator engagement: Integration of PRME students in existing or future SDG accelerators (Austria, Brazil).
- Student project platforms: Platforms for showcasing impactful student ideas to stakeholders (Brazil).

Events

- Joint events: Co-organized events focused on SDGs, sustainability, and responsible business (Switzerland, Norway, Brazil).
- Networking & advocacy: Create spaces for dialogue between academia, business, NGOs, and policymakers (Switzerland). Joint advocacy campaigns for more responsible business practices (Norway).

Governance & Institutional Engagement

- Board and committee participation: Academic membership in CN Advisory Boards (Denmark). Faculty participation in CN Steering Committees (Colombia).
- Formal partnerships: Institutionalized collaboration via MoUs (Netherlands). Strategic alliances and partnership structures for co-developing content (Pakistan).
- Integration of networks: Advocate for automatic PRME membership in CNs to strengthen alignment (Switzerland).

Communication & Awareness Raising

- Awareness campaigns: Campaigns to raise awareness of PRME among businesses and educational institutions (CN Pakistan).
- Shared media and visibility: Shared events, podcasting, journal publishing, and co-branding (UK, Switzerland, UAE).
- Creation of collaboration platforms: Marketplaces and platforms for companies and academia to match needs and offerings (Austria). Enable structured formats for collaboration to overcome regional distance (France).

Institutional Capacity & Resource Development

- Capacity sharing and mutual support: Use of PRME institutional resources for CN activities (Switzerland & Liechtenstein). Support for mutual event hosting and logistics (Austria, Brazil, Netherlands).
- Strategic leverage of networks: Advocacy by business schools for CN membership uptake and vice versa (South Africa, Brazil, Lebanon). Use of academic events to engage new CN members and explore synergies (Ecuador, Mexico).

7. Models for Collaboration

Based on data collected for the reports, most partnerships have been initiated and developed through relationships. These collaborations have typically evolved organically, without a set precedent, making them largely exploratory in nature. Over time, however, several collaborative models have begun to emerge.

Individual business school & CN collaborations
The most common model of collaboration is one-to-one partnerships between individual PRME business schools and their local CNs. These often emerge from practical considerations such as geographical proximity, existing personal relationships, or the presence of a faculty or board member from a business school within the CN. Some collaborations are one-off or sporadic events, like speaking at a conference or co-developing a student assignment, while others occur more regularly.

PRME Chapter & CN collaborations
The second emerging model of collaboration is more structured and purpose-driven, coordinated at the PRME Chapter level. In this model, the Chapter Chair acts as a formal liaison, maintaining direct communication with the Executive Director or President of the local CN and representing all PRME-affiliated schools within the Chapter.

PRME Chapter Brazil offers a strong example of this approach. The Chapter Chair maintains continuous dialogue with CN Brazil and represents not just their own institution but the broader network of 23 business schools within the Chapter. When CN Brazil requires academic expertise, it reaches out to the Chapter Chair, who coordinates, distributes, or assigns tasks across member schools. In this model, collaboration occurs at the Chapter level rather than through individual institutions.

While still exploratory and with untapped future potential, this partnership is sustained over time, even amid leadership changes within either the PRME Chapter or the CN. PRME Chapter Brazil has been consulted during CN Brazil's strategic planning processes, and the two organizations hold annual meetings at the CN office.

PRME Chapter DACH is moving toward a similar model, though the process is more complex due to the involvement of three national CNs; Germany, Austria, and Switzerland & Liechtenstein. The DACH Chapter Chair is a member of the CN Advisory Board Germany and PRME DACH is also represented in the CNs of Austria and Switzerland & Liechtenstein. The Chapter Chair has built a strong relationship and sustained dialogue with all three CNs and is currently engaged in discussions on how best to develop this regional partnership into a lighthouse cooperation example.

In Colombia, collaboration with the CN is also well established. For more than 10 years, a permanent joint working group has brought together 33 universities, 18 Colombian institutions that are PRME signatories and 15 UN Global Compact-affiliated universities not currently part of PRME, to collaborate on research projects, training courses, and outreach events. Over the past year, this initiative has been adopted as a model in other countries across the region, particularly Argentina, Guatemala, Mexico, and Peru. The dialogue remains active, and a dedicated PRME page is featured on the CN Colombia website.

Collaborations supported by strategy

In Africa, distinct regional dynamics have shaped the collaboration model. The continent's vast geography, the diversity of its countries, and the guidance of a dedicated UN Global Compact Africa Strategy have all played a significant role in its development. The matching structures of Africa Regional Hub and PRME Chapter Africa facilitated strategic alignment between the two networks. PRME Chapter Africa explicitly referenced the UN Global Compact Africa Strategy in its foundational governance documents. Leadership on both sides prioritized mutual inclusion, demonstrated by the Head of the Africa Regional Hub speaking at the PRME Africa Annual General Meeting, and the Dean of GIBS speaking at the One Global Compact Forum. Coordination with Africa Business Leaders Coalition (ABLC) team at GCO in NYC further strengthened this relationship, reinforcing PRME Chapter Africa's Business School for Climate Leadership. Both parties were among speakers in COP28 in Dubai.

8. 2025 PRME Global Forum Panel: Key Takeaways

Advancing a mutual understanding for strategic collaboration
Several participants noted a lack of mutual understanding (strategy/objectives) between PRME signatories and CNs. This disconnect was also apparent in other PRME meetings on the topic. Closing the gap and strengthening this understanding was identified as a key first step in realizing the potential of collaborations. PRME business schools should understand the strategy of UN Global Compact and vice versa. This better lines up expectations and provide the basis for finding areas of collaborations that are strategically aligned and provide mutual benefit.

Reciprocal invitations to strengthen understanding
The most effective next step forward would be for PRME Chapters to invite CN representative(s) to their annual meetings, and for CNs to extend similar invitations to PRME representative(s) during their annual engagements. Since many if not most of the global examples of collaborations have emerged from personal/professional relationships, these exchanges would build familiarity and trust, deepen understanding of each other's initiatives, and provide a foundation for mutually beneficial collaborations. Most importantly, in event of staff turnover, it provides continuity.

Joint onboarding and cross-promotion
It was suggested that UN Global Compact develop joint onboarding materials to introduce and explain both PRME and UN Global Compact initiatives. In addition to facilitating direct introductions (at the network level) CN representatives should be prepared to articulate the benefits of PRME for business schools, while PRME institutions should promote the value of UN Global Compact membership. Given the overlapping networks within local and national business communities, such efforts would enhance mutual understanding and reinforce the idea that PRME and UN Global Compact are integral parts of the One Global Compact ecosystem.

Recognizing local expertise

It was noted that PRME signatory members have a wealth of knowledge of the local business context. Many also have an overlapping network within the same business community and lack awareness of the PRME-UN Global Compact connection. Instead of hiring outside consultants, UN Global Compact should utilize to a higher degree the extensive expertise and network of PRME academics. This could also be applied to UN Global Compact programmes when needed (on-demand), customizing to the local context, research, etc.

UN Global Compact non-business policy

It was noted that starting 4 August 2025, the UN Global Compact will no longer accept non-business participants, including academic institutions, who will instead be directed to PRME or alternatively, allowed to submit an expression of interest to join as "Civil Society & Other" participant of the relevant Global Compact Network. This policy aims to standardize global practices, reduce confusion, and align academic engagement under PRME as the main entry point into the One Global Compact ecosystem. A unified, top-down approach is being encouraged to reinforce this shift.

9. Key Reflections from the Task Force

The following reflections have been summarized from discussions at Taskforce meetings, the reports, conferences, and written exchanges. These insights reflect the diverse perspectives and experiences across regions and roles.

Competition vs. collaboration

Taskforce members noted that perceptions of competition exist in some CNs, particularly regarding their relationships with business schools. While some view business schools as competitors in teaching, many PRME-affiliated academics are less interested in teaching and more committed to collaboration, especially in research and student engagement. In teaching, PRME members often see their greatest contribution in helping CNs localize and tailor UN Global Compact programmes to specific regional contexts as well as developing case studies as opposed to replacing programming. Most PRME academics are more interested in research that is relevant to society. Reframing business schools as collaborators, not competitors, could advance mutually beneficial collaborations.

Regional differences & distances

Acknowledging the diversity between the Global North and South e.g., funding levels, access to resources, number of members, cultural context, and geography was a topic of discussion. This also applies to CN maturity, staff turnover and institutional memory at both initiatives. These differences often influence the depth, nature, and continuity of collaboration between PRME and CNs across regions. A flexible, regionally adaptive approach to collaboration could help address these differences, as well as also clear areas of work.

Another barrier identified was geographic distance. Many CNs only partner with nearby PRME business schools because it is practical – collaborate with the school close to your offices. This, however, makes broader engagement difficult. This regional limitation also presents an opportunity from the following perspective. PRME schools have a regional advantage, located across a given country/region and hold a strong regional network of businesses. Most CNs are in or near capital cities. With a structured approach, CNs could potentially leverage PRME's regional advantage and collaborate on developing a better regional foothold.

Embracing the One Global Compact vision

Taskforce members expressed strong support for the "One Global Compact" vision. This unified model resonates with both PRME and CN goals, particularly in enhancing strategic alignment and deepening partnerships. Interest to join the Taskforce itself reflects strong interest for PRME signatories to engage more meaningfully with UN Global Compact structures. However, frustration has been noted in some regions where willing PRME schools have found it difficult to engage with less responsive CNs. The inclusion of clearer guidance within the UN Global Compact strategy and/or handbook, covering areas such as executive education, board representation, research, innovation, leadership development, student engagement, and curriculum design, could establish shared expectations and operational clarity. Lastly, collaborations need clear recognition of PRME and UN Global Compact.

Strengthening academic collaboration and research

There is considerable potential for deeper collaboration between PRME and UN Global Compact through co-development and delivery of educational content, such as courses for the UN Global Compact Academy and accelerator programmes. These partnerships could also expand to include developing local and regional case study libraries and localizing programme content, all of which support the advancement of the SDGs.

Given increasing pressure from governments and accreditation bodies for academic research to demonstrate societal impact, there is a growing interest among faculty in conducting more applied, purpose-driven research. Business school faculty bring significant expertise in designing surveys, conducting impact evaluations, and analyzing data, etc., skills that align closely with the needs of UN Global Compact companies. By engaging with faculty as research partners, UN Global Compact-affiliated organizations could gain valuable insights, support for measuring their impact, and evidence-based approaches to sustainability challenges. This represents a strong, yet underutilized, value proposition that could deepen collaboration between PRME schools and UN Global Compact participants.

Student engagement

Investing in student engagement is critical for continuity and long-term impact. Much like how Model United Nations shaped public understanding of the UN, PRME and UN Global Compact could collaborate on initiatives that provide students with practical, real-world exposure to responsible business practices. Despite their centrality, PRME's visibility among business school students remains limited. Raising awareness and providing engagement pathways can foster a new generation of sustainability leaders, and potentially future members of the UN Global Compact network.

Strategic alignment and formal agreements

To strengthen collaboration, PRME Chapters and their corresponding CNs are encouraged to establish formal but lightweight agreements (e.g., Memoranda of Understanding). These documents could define mutual expectations around participation, strategic integration, governance (e.g., board representation), and accountability mechanisms. Such agreements would provide a structured foundation for long-term partnership and alignment at both national and chapter levels.

For further inquiries, contact the Task Force Leader,
Anna Czerwinska: Anna.C.Czerwinska@bi.no