PRME 2025 GLOBAL FORUM

Champions for Climate Leadership (C4CL)

Feedback, Feedforward, and Knowledge Mobilisation for the Future

June 2025

PRME CHAMPIONS 2024 – 2025

Sub-project

PRME Principles for Responsible Management Education
an initiative of the UN Global Compact

United Nations Global Compact

WORKSHOP AGENDA

Time		
5	**Jill Bogie**	**1. Welcome and introduction**
5	**Ana Margarida Simaens**	• Aims and Key principles
5	**Fara Azmat**	• Conceptual foundation
5	**Colin Dey**	• Subject matter teams
5	**Geri Mason**	• Pedagogical project
5	**Jill**	**3. Knowledge mobilisation and future direction**
30	**Laura Steele**	3. Questions for participants **Break out sessions (in-person only)**
15	**Christiane Molina** Jill	**4. Plenary feedback,** discussion and closing

75

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C4CL TEAMS

Coordinating team:

- **Jill Bogie**
- Amanda di Battista
- **Ana Margarida Simaens**
- **Fara Azmat**
- Muhammad Usman Mazhar
- **Christiane Molina**

Pedagogical paper team:

- **Geri Mason**
- Fara Azmat
- Karin Alm
- Divya Seghal
- Jill Bogie

Subject Area Teams	Coordinator
1. Economic | Development Economics	- Geri Mason
2. **Finance | Risk | Investing**	**- Colin Dey**
3. **Business Ethics | Governance | Accountability**	**- Laura Steele**
4. Marketing | Marketing Strategy	– Joya Kemper
5. Strategy | Supply chain Management	– Jill Bogie
6. Social Justice | Gender equality | Inclusion | HRM | public policy	- multiple team members

Champions schools who have contributed

1. Gordon Institute of Business Science, South Africa
2. Newcastle Business School, Northumbria University, UK
3. Goa Institute of Management (GIM), India
4. Deakin Business School, Australia
5. Queen's Business School, UK
6. Iscte Business School, Portugal
7. Conestoga College, Canada
8. Kristianstad University, Sweden
9. University of Canterbury, New Zealand
10. Budapest Business University, Hungary
11. University of Dubai, UAE.
12. Gordon S. Lang School of Business and Economics, University of Guelph, Canada
13. School of Business, University of Dundee, UK
14. Seattle Pacific University, USA
15. University of Applied Sciences of the Grisons, Switzerland
16. Nottingham Trent University, UK
17. EGADE Business School, Mexico

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Background

This session has multiple parts and reflects the multiple aspects of this project.

Our invitation to you:

Please join us to collectively progress this pedagogical project supporting the SDG 4 Manifesto

Key deliverables 2025

1. **The C4CL Playbook**

a conceptual framework for teaching and learning

[from static book to accessible, searchable, open access education resource (OER),

2. **Teaching resources in key subject matter areas**
3. **A pedagogical paper to present at RMER 2025**

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PROJECT DEVELOPMENT

AIMS + KEY PRINCIPLES

PLAYBOOK
TEMPLATES
CONCEPTUAL FRAMEWORK | WHY? WHAT? HOW?

ANA MARGARIDA SIMAENS

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PROJECT AIMS

1. **to support faculty in the classroom** to incorporate SDG 13 into their teaching without becoming climate experts.
2. **at least 3 subject areas** with material including case studies, class discussions, class assignments, elective classes, as well as careful selection of prescribed readings.

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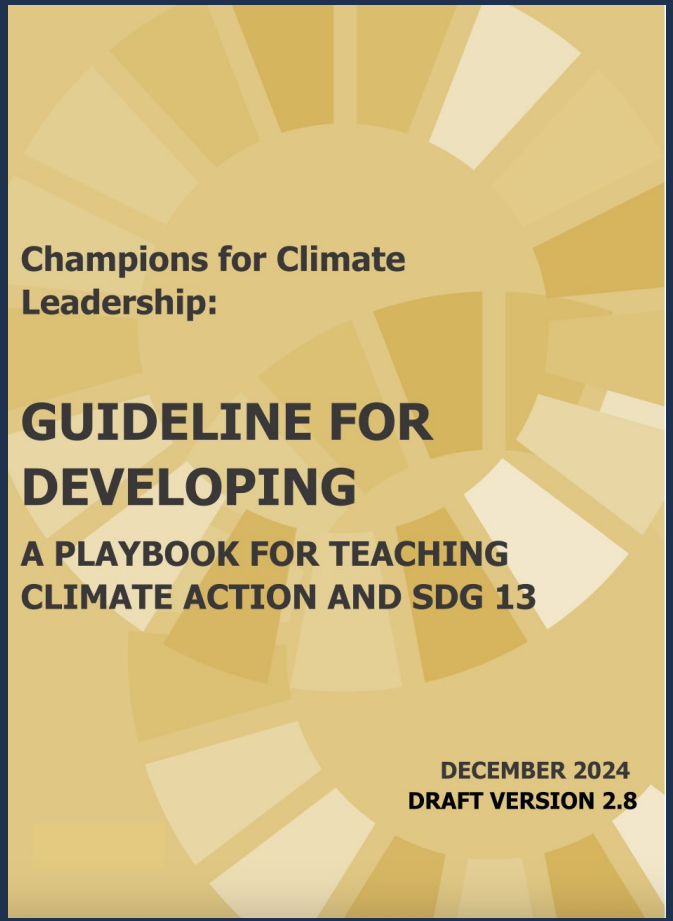
PLAYBOOK



FROM STATIC WORKING DOCUMENT

TO

DYNAMIC, ACCESSIBLE, SEARCHABLE, OPEN ACCESS EDUCATION RESOURCE

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TEMPLATE FOR DATA GATHERING

Resource Example Slide Deck 1: Climate, Business Ethics, and Human Rights
Description of learning resources Short introductory slide deck outlining the relationship between climate change, business ethics, and human rights.
Learning objectives Identify one or more of the UNESCO capabilities for sustainability (as adapted to climate leadership) Provide details
Relevant details link(s) to learning resources (and also save resources that can be shared on the Google Drive (please see link below)
Open access / open source resources Please provide details of useful resources. Example: UN Declaration of Human Rights (as it relates to climate)
Experiential resources
Scholarly resources Please provide academic references to relevant scholarship and theoretical frameworks. Example: Hsieh, N-H. (2018). *Responsibilities to society* (Note no. 9-317-065). Harvard Business School Publishing.
Assessment resources Please provide examples here. Consider new innovative ways of assessment.
Threshold concepts Please provide details. Provide more than one. Example: Safe Boundaries | Climate justice and any open access, scholarly or other material that would be relevant to this teaching resource Provide sources and other material that will help explain the relevance of the concept.
Transformational Change frameworks Please provide details, with references and examples of how the frameworks can be used in class, for assessments, and for case studies of practical implementation.
TAGS FOR THE OER – which requires a means to cross-reference and search
1: Audience – Faculty, Students or both
2: PRME i5 Characteristics – make Learning meaningful
3: i5 Signature moves – using a team quiz to engage the students in a class exercise
4: UN SDGs – what are the related SDGs in addition to SDG 13?
5: UNESCO competencies (as adapted)
6: Threshold concepts

A COMMON STRUCTURE

TAGS TO:

- UN SDGs
- i5 signature moves
- UNESCO competencies
- Threshold concepts

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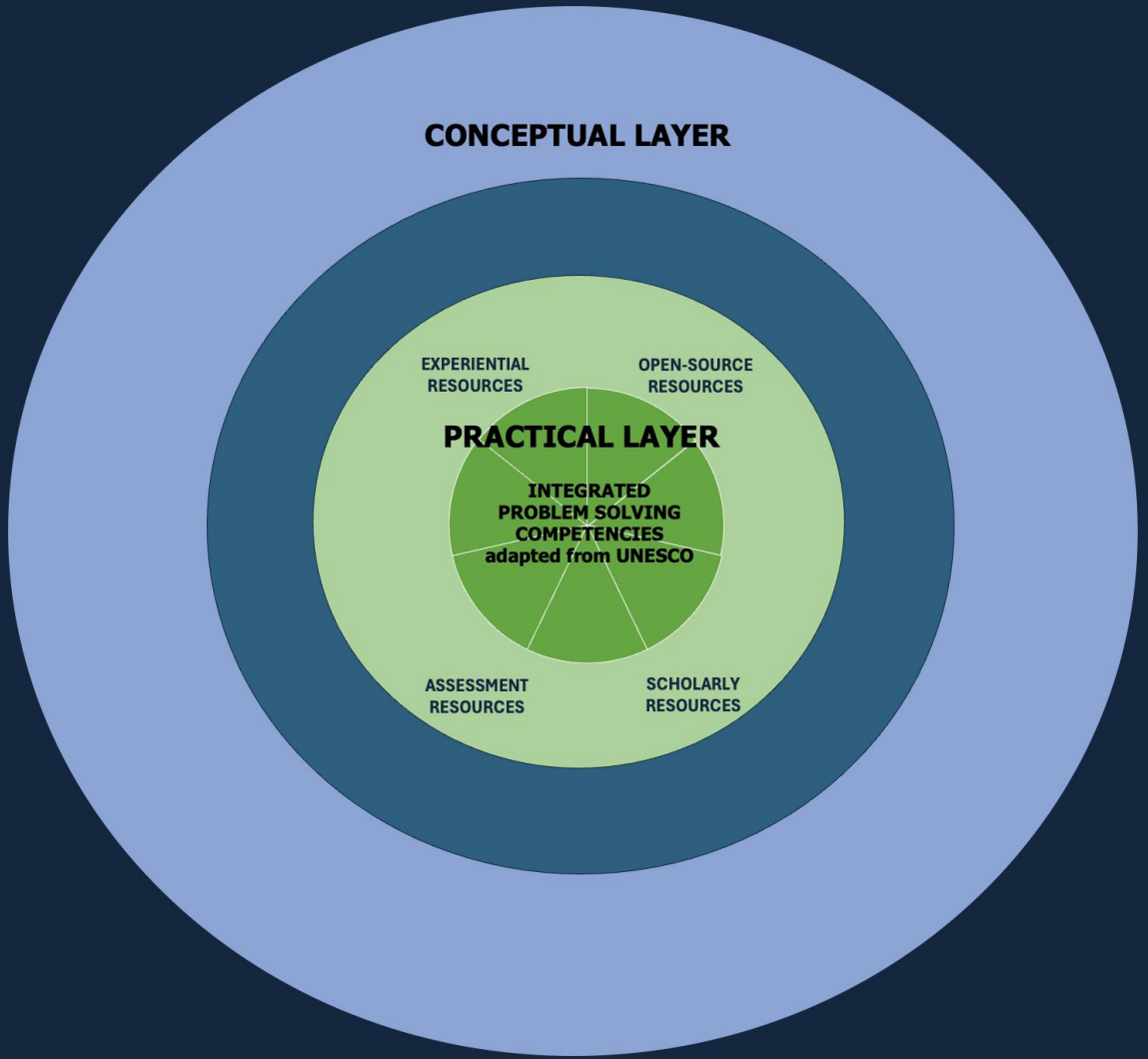
FRAMEWORK DEVELOPMENT

THE PRACTICAL LAYER



CONCEPTUAL FOUNDATIONS

THRESHOLD CONCEPTS
TRANSFORMATIONAL CHANGE

FARA AZMAT

THRESHOLD CONCEPTS

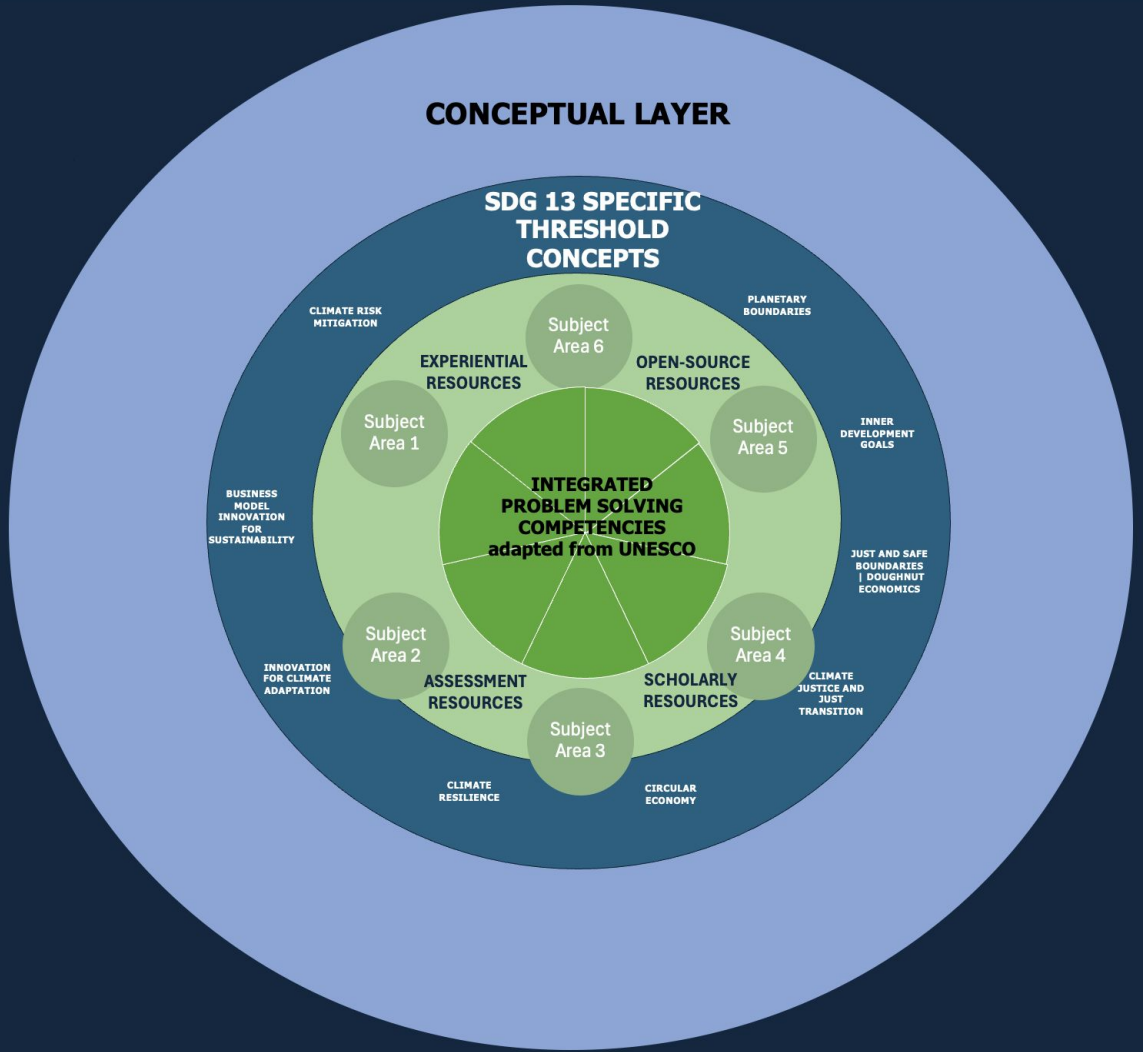
CHARACTERISTICS

- transformative – significant shift in perspective
- irreversible – not easily forgotten
- integrative – uncover new insights

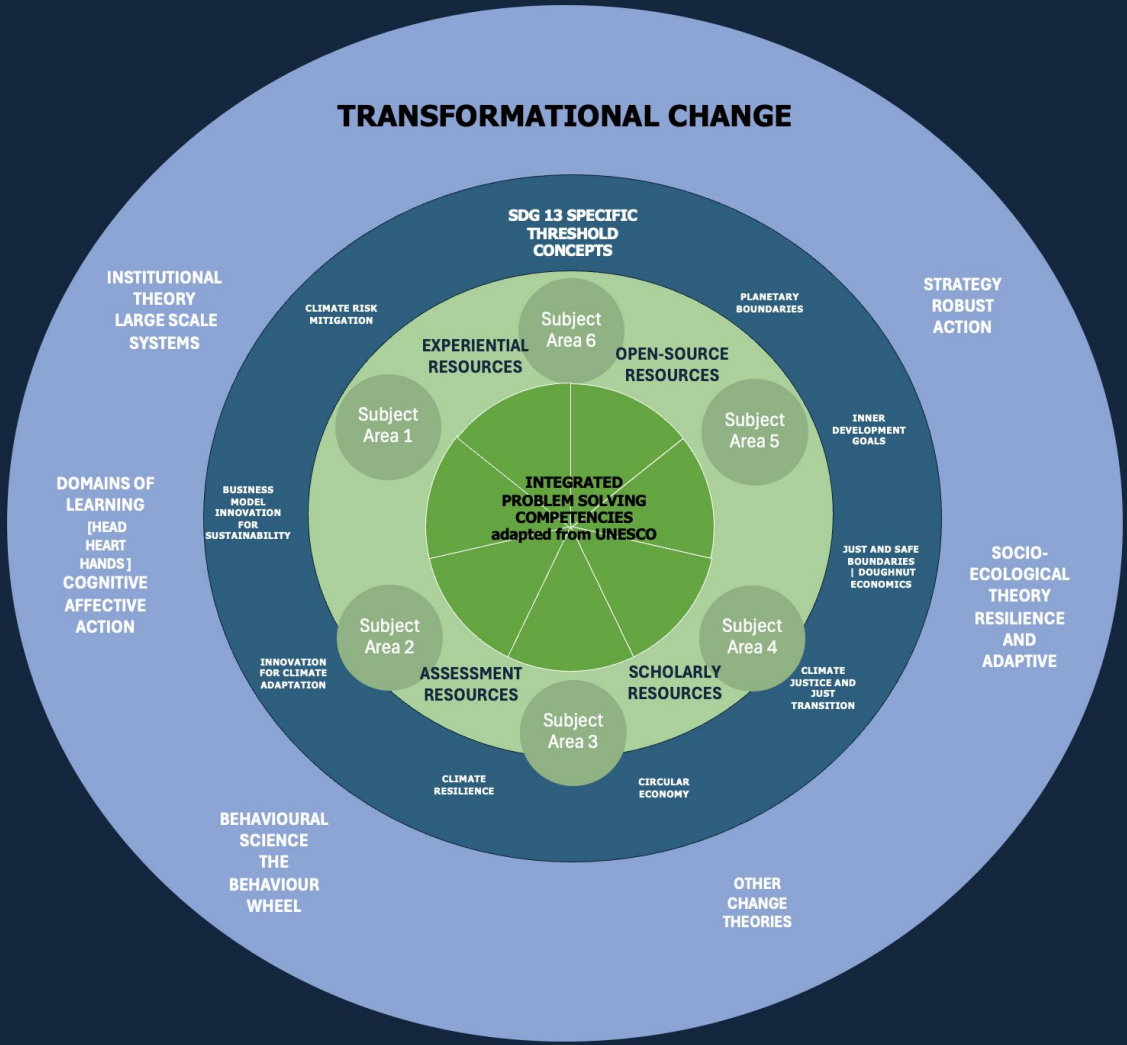
- facilitate a deep and nuanced understanding and ‘big picture’ systems thinking

Meyer, J. H., & Land, R. (2005). Threshold concepts and troublesome knowledge (2): Epistemological considerations and a conceptual framework for teaching and learning. *Higher Education*, 49(3), 373–388

FRAMEWORK 2 THRESHOLD CONCEPTS



FRAMEWORK 3
OUTER LAYER



SUBJECT AREA TEAM

EXAMPLE

FINANCE | RISK | INVESTING

USING THE TEMPLATE

COLIN DEY

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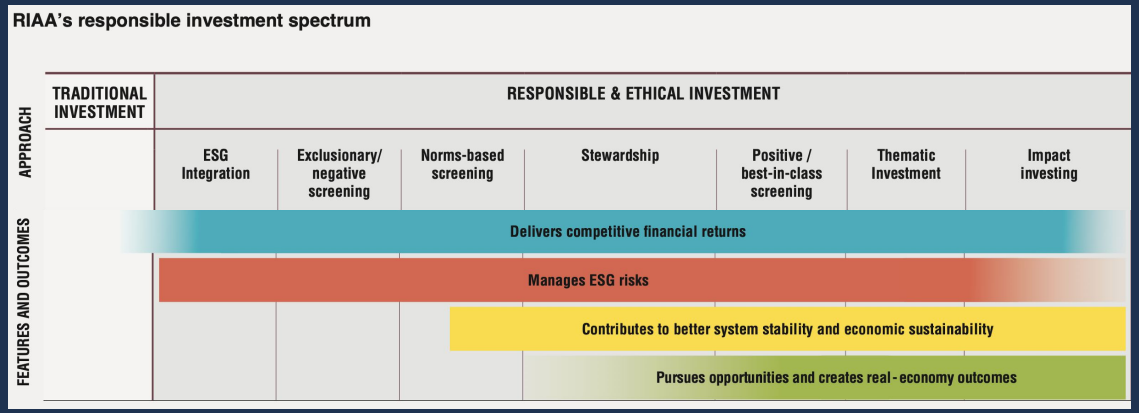
USING THE FRAMEWORK + TEMPLATE

Variety of resource types

carbon collective

The Six Principles of the UNPRI

PRINCIPLE 1	Incorporate ESG Issues Into Investment Analysis and Decision-Making Processes
PRINCIPLE 2	incorporate ESG Issues Into Ownership Policies and Practices
PRINCIPLE 3	Seek Appropriate Disclosure on ESG Issues
PRINCIPLE 4	Promote Acceptance and Implementation of the Principles
PRINCIPLE 5	Work Together to Enhance Effective Implementation
PRINCIPLE 6	Report on Implementation Activities and Progress



PAPER SUBMISSION PROGRESS

TARGETING RMER 2025

GERI MASON

KNOWLEDGE MOBILISATION

FUTURE DIRECTIONS

JILL BOGIE

KNOWLEDGE MOBILISATION

- BEYOND DISSEMINATION
- DEEPENING + BROADENING
- SHARING | INTEGRATING | ADAPTING
- KEEPING IT DYNAMIC

FUTURE DIRECTIONS?

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INTRODUCING THE GROUP DISCUSSIONS

LAURA STEELE

Key questions for group break-out discussions

1. What resources and actions are needed to **complete the Playbook as a collective effort** with at least 3 subject areas completed by end 2025?
1. How do we leverage our networks collectively to create a strategy for **knowledge mobilisation** to ensure continuity through **broadening and deepening the resources** and create a dynamic resource?
2. How can we **use the PRME Commons Platform** as an Open Education Resource (OER) that is accessible, searchable, adaptable, and dynamic?

Plenary
Feedback and Discussion

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THANK YOU ALL

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