

# The First Report on PRME Chapters

*Collaborating to transform management education  
in support of sustainable development*

..... 2015 .....



## Acknowledgements

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## Disclaimer

PRME Chapters that submitted description of projects and good practices for this publication were invited as emerging or established regional PRME Chapters. This document is not exhaustive and the good practices described were identified based on inputs and recommendations of the PRME Chapters. The PRME Secretariat and the UN Global Compact make no representation concerning, and does not guarantee, the source, originality, accuracy, completeness or reliability of any statement, information, data finding, interpretation, advice or opinion contained within this publication. This publication is intended strictly as a learning document. The inclusion of examples does not in any way constitute an endorsement of individuals, academic institutions or organisations by the PRME Secretariat or United Nations Global Compact. The material in this publication may be quoted and used provided there is proper attribution.

### **About the United Nations Global Compact**

The United Nations (UN) Global Compact is a strategic policy initiative for businesses that are committed to aligning their operations and strategies with [ten universally accepted principles](#) in the areas of [human rights](#), [labour](#), [environment](#) and [anti-corruption](#). By doing so, business, as a primary driver of globalization, can help ensure that markets, commerce, technology and finance advance in ways that benefit economies and societies everywhere.

As social, political and economic challenges (and opportunities)—whether occurring at home or in other regions—affect business more than ever before, many companies recognize the need to collaborate and partner with governments, civil society, labour and the United Nations. This ever-increasing understanding is reflected in the Global Compact's rapid growth. With over 12,000 corporate participants and other stakeholders from over 145 countries, it is the largest voluntary corporate responsibility initiative in the world.

Endorsed by chief executives, the Global Compact is a practical framework for the development, implementation, and disclosure of sustainability policies and practices, offering participants a wide spectrum of workstreams, management tools and resources—all designed to help advance sustainable business models and markets.

Learn more: [www.unglobalcompact.org](http://www.unglobalcompact.org)

### **About the Principles for Responsible Management Education (PRME)**

The Principles for Responsible Management Education (PRME) is a UN Global Compact-backed initiative with the mission to inspire and champion responsible management education, research, and thought leadership globally by bridging relationships and catalysing collaboration among the United Nations, the Global Compact, and academia.

The [Six Principles of PRME](#) are based on internationally-accepted values endorsed by UN Member States and provide an engagement framework for higher education institutions to embed responsibility and sustainability in education, research, and campus practices through a process of continuous improvement. Higher education institutions that become signatory to PRME make a public commitment to knowledge creation and education that supports and develops leaders who are capable of managing the complex challenges faced by business and society in the 21st century.

Similar to the Global Compact, PRME is multi-stakeholder platform with a dynamic network of local and global learning communities, including thematic Working Groups and regional Chapters, which collaborate on projects and events. Since its official launch in 2007 by UN Secretary-General Ban Ki-moon, the PRME initiative has grown to more than 600 leading business schools and management-related academic institutions from over 80 countries across the world.

Learn more: [www.unprme.org](http://www.unprme.org)

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# FOREWORD

Dear PRME Community,

The UN Global Compact-backed initiative Principles for Responsible Management Education (PRME) with the mission to inspire and champion responsible management education, research, and thought leadership globally is about to turn eight years old. Over these years, the PRME initiative has grown to more than 600 leading business schools and management-related academic institutions from over 80 countries across the world and has been developing its global-local nature as a platform to transform management education.

Only three years have passed since the 3rd Global Forum for Responsible Management Education in June 2012 and its [Rio Declaration on the Contribution of HEIs and Management Schools to the Future We Want: A Roadmap for Management Education to 2020](#) in which the PRME community called on committed PRME signatories to promote good practices and encourage knowledge sharing through the creation of regional PRME Chapters. We are pleased to see increasing collaboration among signatory institutions on both global and local levels, including the creation of twelve PRME Chapters from 2013 to the present. The PRME Chapters, as local platforms for dialogue, learning, and action on responsible management education (RME) and research, work to adapt the Six Principles into the local context, developing and promoting many innovating activities and projects linked to PRME and the Global Compact.

With the launch of The First PRME Chapters Report 2015 “Collaborating to transform management education in support of sustainable development,” the PRME Secretariat and the PRME Chapters are showing the great work that PRME Chapters have been doing around the world. This first consolidated publication is divided into three sections. Section I focuses on the PRME Chapters as a framework for local engagement, including basic information on their role, functions, and policy. Section II provides updates from the PRME Chapters, including background information, main activities, and projects. Finally, Section III looks forward to the potential of PRME Chapters and briefly introduces the recently launched [Architects of a Better World: Building the Post-2015 Business Engagement Architecture](#) and some examples of its implementation by Global Compact Local Networks in collaboration with PRME Chapters and individual PRME signatories. This section aims to inspire PRME Chapters and Global Compact Local Networks to further explore opportunities for collaboration as well as to leverage the Architecture to support local priorities and action plans that contribute to global sustainable development.

As you will see through the examples highlighted in this report, the value of the work pursued by PRME Chapters is compelling; at different stages of development and with unique regional and cultural characteristics, all Chapters are making progress by providing a local platform for collaboration, collective action, and sharing experiences and good practices. Chapters have been demonstrating their role as local change agents, increasing their individual impacts by implementing a range of initiatives in support of PRME and continuing to raise awareness of the significance of PRME as the global UN-supported initiative on responsible management education.

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<sup>1</sup>This framework, with a process and methodology developed by the Global Compact, aims to align global-local priorities in support to the sustainable development agenda.

As we are facing difficult global challenges, such as poverty, climate change, human rights abuses, anti-corruption, to name only a few, we are convinced that a combination of global and local action are indispensable to address these issues. This document aims to inform the PRME community of the progress achieved by PRME Chapters around the world, to inspire the creation of new Chapters in underrepresented areas, and to strengthen collaboration and integration within existing PRME Chapters and Global Compact Local Networks to take their work to the next level, thereby increasing their impact and effectiveness. In this sense, the global-local nature and cross-sectoral collaboration among PRME Chapters and Global Compact Local Networks provide our community with the unique potential to serve as action platforms to contribute to the advancement and implementation of the highly anticipated Sustainable Development Goals (SDGs).

With warm regards,

A handwritten signature in black ink that reads "Jonas Haertle". The signature is written in a cursive, flowing style.

Jonas Haertle

Head PRME Secretariat

UN Global Compact Office

# SECTION I. PRME CHAPTERS: A FRAMEWORK FOR COLLABORATION AND COLLECTIVE ACTION

Eight years after its launch, the potential of the Principles for Responsible Management Education (PRME) initiative can be seen through its unique global-local aspect. PRME Chapters have the opportunity to discuss local challenges and opportunities for value creation, exchange good practices, and set up a valuable peer learning platform, scaling individual work and local impact through cooperation and collective action.

By strengthening the PRME Chapters and addressing strategic issues by rooting them in local realities, PRME signatories can ensure that the most urgent global priorities are tackled on the ground. Moreover, PRME Chapters translate these local learnings and good practices to inform the overall agenda of PRME, thereby helping to unlock the full potential of the global PRME community.

## CREATION OF PRME CHAPTERS, ROLES AND ACTIVITIES

In line with the demand by signatories to better engage management education communities and connect with business on a local level, progress continues to be made to further regional collaboration and grow PRME as a true real “network of networks.” PRME Chapters are regional platforms that advance the [Six Principles](#) of PRME within a particular geographic context, performing an important role in rooting PRME within different national, regional, cultural and linguistic contexts, and facilitating the growth and engagement of PRME signatories with respect to implementing the Six Principles. PRME Chapters were officially endorsed as an [outcome of the 3rd PRME Global Forum](#) in Rio de Janeiro, Brazil in 2012, and often maintain close connections with [PRME Regional Meetings and Fora](#).

PRME Chapters develop their own internal arrangements and activities based on the PRME Chapters Policy, in consultation with the PRME Secretariat, including a commitment to:

-  Provide a platform for dialogue, learning, and action on responsible management and leadership education, research, and thought leadership for PRME signatories and stakeholders in close connection with the respective Global Compact Local Networks and their stakeholders.
-  Increase the visibility of PRME and its signatories in the region and make the case for responsible management education, research, and thought leadership.
-  Adapt the Six Principles of PRME into the local context and promote activities linked to the Principles (e.g. by supporting efforts by participants to develop Sharing Information on Progress (SIP) reports, etc.)
-   Hold at least one activity annually for organisational purposes of the Chapter and at least one activity on a substantial issue of PRME to which at least all Chapter members are invited; both activities can be held during the same occasion.

## Policy for PRME Chapters

PRME Chapters are composed of a group of PRME signatories from two or more countries that join to create a regional platform to advance PRME and its Principles within a particular geographic context in consultation with the PRME Secretariat. In some exceptional cases, a Chapter might be set up in one country if it develops within an existing Global Compact Local Network and/or has a member of a Global Compact Local Network that participates in the governance structure, with the approval of the PRME Secretariat. In addition, Chapters may be “anchored” in individual countries with an individual who coordinates activities of the Chapter in this country and in accordance with the overall strategy of the respective Chapter.

There are two stages of PRME Chapters—Emerging Chapters and Established Chapters.

An “**Emerging Chapter**” is composed of PRME signatories that, in consultation and with the approval of the PRME Secretariat, join to create a Chapter, develop activities and a governance structure, and function compatibly with the [PRME Guidelines and Recommendations for PRME Chapters](#).

A Chapter becomes an “**Established Chapter**” once a [Memorandum of Understanding \(MoU\)](#) is signed between the Chapter and the PRME Secretariat. The PRME Secretariat encourages Chapters to develop proper governance structures compatible with the framework established by the PRME Secretariat with advice from the PRME Advisory Committee. The confirmation/reconfirmation of the “Established” status is based on the understanding that the Chapter will continue to engage in activities that are consistent with the purposes and objectives of PRME. Only Established Chapters can use the PRME Chapter logo, create a PRME Chapter website, implement a fee for members, and have representation in the PRME Advisory Committee.

For more information, please read the PRME Chapters Policy documents on the [PRME website](#) or contact Ms. Florencia Librizzi, Manager, Participants and Chapters; Legal and Policy Advisor, PRME Secretariat at [librizzi@unglobalcompact.org](mailto:librizzi@unglobalcompact.org)

### PRME Chapters Around the World



Established regional PRME Chapters

Emerging regional PRME Chapters

## SECTION II. WHAT ARE PRME CHAPTERS DOING AROUND THE WORLD?

### ESTABLISHED PRME CHAPTERS

#### PRME Chapter BRAZIL

##### BACKGROUND

The PRME Chapter Brazil is constituted by twenty one academic institutions and was formally established on 8 August 2014 at ISAE/FGV in Curitiba, Brazil. The main goal of the Chapter is to promote corporate sustainability and responsible management education. Participants share a vision to contribute to responsible management in Brazil, expanding the reach to the northeast and eastern regions of the country, developing responsible leaders, and providing a platform for on-going dialogue and peer learning.

The Chapter undertakes several efforts, including a number of meetings across the country in which participants share experiences of implementing the Six Principles and discuss challenges, good practices and lessons learned. In March 2013, the PRME Brazil Chapter and the Committee of the Global Compact Network Brazil hosted a session on “[The challenge of forming sustainable leadership](#)” to discuss these issues in the context of responsible management education (RME). The PRME Chapter Brazil has submitted its first regional [PRME Chapter Report](#) early this year.

##### CORE VALUE PROPOSITION AND MAIN ACTIVITIES

Some of the key challenges and goals of the PRME Chapter Brazil are to develop research partnerships on corporate sustainability themes, to increase the number of signatories in the region, and to scale implementation. This includes engaging important actors in the public educational sector in Brazil.

Examples of PRME Chapter Brazil activities include:

-  Growing the [Sustainability Literacy Test](#)<sup>2</sup>: Through efforts of PRME Chapter Brazil schools and coordination and outreach by the Chapter, Brazil became the country with the second highest number of respondents (2,067 students). ISAE and FEA/USP developed questions about the Brazilian sustainability context and translated the website, while other PRME Chapter participants promoted student participation.
-  **Include Initiative – UNDP Brazil:** Launched in 2014, the “Iniciativa Incluir” (Include Initiative) platform encourages companies to develop innovative business models that combine profitability with development impact. “Include” provides a platform for companies to demonstrate their commitment to development and to access global expertise on innovation that engages people living at the Base of the Pyramid (BoP). The PRME Chapter Brazil has been a strategic partner of this initiative, identifying opportunities for coordination and mobilisation and combining efforts in favour of inclusive business. The Chapter developed the call for schools interested in subscribing to the project. ISAE, Fundação Dom Cabral, ESPM, and FEA/USP have been selected to develop 22 case studies that will result in resources for the community about inclusive business models.

<sup>2</sup>The Sustainability Literacy Test measures the level of students’ knowledge on sustainability. The online questionnaire has 70 questions—50 on global knowledge and 20 on regional knowledge. Learn more at [www.sustainabilitytest.org](http://www.sustainabilitytest.org)

## PRME Chapter BRAZIL

-  **Communication material:** On the occasion of the 2015 PRME Global Forum, the PRME Chapter will launch communications materials, including:
  - The PRME Chapter Brazil website, which was developed by FIA, designed by REPENSE Communication, and content drafted by ISAE
  - A PRME Chapter Brazil video produced by ESPM
  - A Booklet of the PRME Chapter designed by SENAI/PR and drafted by SENAI/PR and ISAE
  - Translation to Portuguese of the PRME Inspirational Guides by SESI/PR
  - Development of a statement of support for the SDGs to be presented at the 2015 PRME Global Forum
-  **Hosting PRME Chapter Meetings and other PRME-related events:** The Chapter Meetings constitute the fora to define governance, discuss and launch new projects, and peer learning activities. In 2014 alone, the Chapter hosted four official Meetings, hosted at Business School São Paulo/SP, SENAI/PR, Fundação Dom Cabral/RJ, and ISAE/PR, in which good practices are discussed and new signatories learn more about PRME.

### GOOD PRACTICES OF PRME SIGNATORIES FROM THE REGION

In addition to the activities mentioned above, some good practices within the region include:

#### ISAE/FGV



**The Development Partner Network Program** was created with the mission to promote PRME and Global Compact to ISAE's stakeholders, including companies, as well as students and teachers. ISAE also offers courses to train corporate representatives and staff.



**ISAE's Master in Governance and Sustainability** is the first of its kind in Brazil. The aim of the course is for students to work on reframing governance and sustainability, to deepen the analysis of the SDGs and their correlation with the market, to develop analytical work around corporate sustainable practices and create innovative proposals for improving those practices.

#### FEA-RP/USP



The main challenge faced at FEA-RP/USP was to bring sustainability to the school's daily practices, including students' engagement in activities proposed by the PRME FEA-RP/USP Committee. The school engaged leaders of nine student organisations of FEA-RP/USP that promoted events involving large company representatives as speakers and also created space to discuss sustainability issues on the FEA Facebook page. The institution hosts meetings to promote PRME and created a Sustainability Office to encourage the implementation of these activities. These efforts have resulted in student engagement and excitement about the Principles of PRME. A major lesson learned is that students need to be part of the implementation of PRME. Creativity, good will, and commitment of the students are critical to the success of a new teaching-learning relationship focused on sustainability.

# PRME Chapter BRAZIL

## Fundação Dom Cabral



**The Engaging Professors in Sustainability Program** was created to tackle important challenges in management education, such as offering integrated curricula on sustainability. FDC is a business school focused on executive education. Most of FDC's professors are associated professors contracted on a case-by-case basis, and many full time professors are hired on a yearly basis. In this context, FDC took a mid- to long-term approach to address the issue of integrating sustainability into the curricula. During 2010-2011, FDC began offering trainings for professors to discuss how sustainability can be integrated into various disciplines using PRME cases and resources. During 2012-2014, professors were requested to exchange good practices on how to integrate sustainability into their disciplines. Now that most of the professors have gained insights, FDC has integrated this approach into their contracted deliverables. FDC decided to implement training, good practice exchange, and integration of sustainability into evaluation mechanisms and performance monitor measures, with the aim to offer integrated sustainability courses. The FDC Sustainability Research Center supports professors in developing case studies, identifying relevant literature and methodologies, and including PRME resources.

## GOVERNANCE

- **PRME Chapter Brazil Secretariat:** Norman Arruda Filho, ISAE
- **Board:** Norman Arruda Filho, ISAE; Armando Dal Colletto, Business School São Paulo; Ricardo Siqueira, Fundação Dom Cabral; José Antônio Fares, SESI/PR; and Richards R. Lucht, ESPM
- **Commission of Governance:** Fundação Dom Cabral
- **Commission of Dissemination:** ESPM
- **Commission of Implementation:** Faculdade de Economia, Administração e Contabilidade de Ribeirão Preto/Universidade de São Paulo – USP (FEA/USP)

### For more information, kindly contact:

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## Established PRME Chapters

### PRME Chapter DACH

#### BACKGROUND

The PRME Chapter DACH, consisting of PRME signatories within German speaking countries (Germany, Austria, and Switzerland), launched officially in February 2014 at the [Conference on Principles for Responsible Management Education](#) at MCI Management Center Innsbruck in Austria.

Last year, the [2nd PRME Chapter Meeting DACH](#) was held in conjunction with the Responsible Management Education Research Conference at the University of Applied Sciences HTW Chur in Switzerland. More than 170 participants from around 30 countries joined the conference, which offered a forum for academics, students, and practitioners to discuss how to further sustainable development through management education and responsible business. The programme of the Conference included interactive sessions on PRME Working Groups and important issues, such as poverty reduction and social business, anti-corruption and business integrity, sustainable economic growth, sustainability in food and agriculture, green economy, and service-learning and student engagement, among others. The PRME Chapter Meeting DACH further helped to deepen the commitment of PRME Chapter DACH participants to strengthen engagement of PRME in the region through collaboration that tackles barriers to responsible management.

#### CORE VALUE PROPOSITION

The PRME Chapter DACH aims to work collaboratively in the areas of curriculum change, teaching leadership, setting educational frameworks, undertaking research projects, and establishing relationships between businesses and academic institutions. In the context of the PRME initiative, the Chapter aims to engage actively within its members, as well as with other Chapters and global initiatives to support the implementation of responsible management education (RME) and the UN's sustainable development agenda. In the DACH region, PRME participants work to develop a common understanding of RME within their cultural context and to implement the core value proposition of PRME into their institutions by more closely aligning mission statements of PRME DACH members with the principles of PRME. The mission of the Chapter is to provide thought and action leadership on the future of corporations and of responsible management education in the context of the UN's sustainable development agenda. In doing so, the Chapter aims to:

- Work collaboratively to achieve higher levels of performance in five key areas: curricula, research, educational frameworks, sustainability-based partnerships, and thought leadership;
- Serve the broader PRME community through active engagement with existing local and regional Chapters and other global opportunities, as well as the wider institutional context of the PRME initiative;
- Make significant contributions in support of broader UN goals and issues, in particular helping to realise the proposed Sustainable Development Goals (SDGs).

# PRME Chapter DACH

-  **Working Group “Analysis of the Mission Statements of the Universities in the light of PRME”:**
  - *Key challenge faced:* A key challenge for PRME signatories is to effectively integrate the Six Principles into institutional mission statements and strategies.
  - *Strategy/activity implemented to address the challenge:* As a tentative effort to monitor the degree to which PRME integration has been achieved, a study was prepared for the 2nd PRME Chapter Meeting DACH in October 2014. By examining accessible information online, the study conducted a content analysis of mission statements and strategies of PRME signatories from the DACH region to systematically explore how they reflect the Six Principles. The preliminary results demonstrate which institutions have achieved integration of the core principles and to what extent this is already the case.
  - *Results of those strategies/activities:* Currently, this preliminary research is being reviewed by the Working Group to define its scope and implications for further steps to follow. The next critical question to be discussed is how this approach could add value to the institutional discourse of PRME Chapter DACH member institutions. This Working Group will continue theme-focused work throughout the next year
  
-  **Working Group “Understanding of RME in the context of the German-speaking community”:**
  - *Key challenge faced:* From the perspective of the German-speaking community, the notion of RME is polyvalent and thus subject to prevalent criticism. Misconceptions will be the consequence when implementing PRME in higher education institutions (HEIs).
  - *Strategy/activity implemented to address the challenge:* A research project will address this issue under the topic “University Social Responsibility” with the purpose of exploring the potential transfer of CSR approaches to HEIs, addressing challenges, strategies, and respective means and measures by way of defining adequate fields of activity, stakeholders, and similarities as well as differences with the private sector. Based on relevant CSR theory, a key objective is to analyse the possibilities of transferring experiences and practices from private sector organisations to HEIs. Another important objective will be to develop a “PRME Inspirational Guide DACH” (“Leitfaden zur Umsetzung der Prinzipien für eine verantwortungsvolle Führungskräfteausbildung an deutschsprachigen Hochschulen”).
  - *Results of those strategies/activities:* A first draft of the overall structure of the project has been developed. As the project is still in its early stages, concrete results will be forthcoming.

# PRME Chapter DACH

-  **Working Group “Development of Curricula & Programs”:**
  - *Key challenge faced:* An important challenge is to effectively integrate the philosophy of PRME into the self-concept of students.
  - *Strategy/activity implemented to address the challenge:* In continuation of the PRME Chapter Meeting DACH in October 2014 at HTW Chur, the Working Group “Development of Curriculum & Programs” came together for a second meeting at Management Institute Innsbruck (MCI) in Austria in February 2015. The resulting workshop focused on how to effectively involve elements of sustainability management in business studies. Under the leitmotif, “We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an Inclusive and Sustainable Global Economy” (Principle 1: Purpose), the group exchanged ideas and strategies and collated concrete approaches.
  - *Results of those strategies/activities:* At MCI, the exemplary concept of a “Responsible Self-Management Certificate” is currently being developed with the aim to combine personality development with societal impact through the design of effective learning portfolios that integrate business practice and adequate mentoring schemes. This Working Group will continue theme-focused exchange throughout the next year.
-  **Cross-cutting theme on “Integrating student perspectives”:**
  - *Key challenge faced:* How to involve students in the development of an institutional PRME agenda.
  - *Strategy/activity implemented to address the key challenge:* At the Weltethos Institute of Tübingen University, Germany, an internet-based platform has been created to showcase the abundance of student initiatives that resonate PRME. The World Citizen School Tübingen hosts fifteen organisations and has commenced extending opportunities to other PRME signatories in the Chapter DACH. In particular, as a first affiliate a StudentHUB initiative has been founded at HTW Chur in order to host a similar collaborative platform for Swiss students.
  - *Results of those strategies/activities:* These self-led activities have raised awareness not only on the student side, but also from the PRME institutional perspective. While the Tübingen initiative is self-sustained, its Swiss counterpart is still hoping to attract the necessary funding and institutional support.
-  **Hosting and organising PRME-related events—Upcoming events:** The PRME Chapter DACH hosts and organises PRME Regional Meetings DACH and other related events. Currently the Chapter is organising and co-organising the following events:
  - The [2nd Responsible Management Education Research Conference](#) on 7-9 September 2015 at the American University in Cairo (AUC), Egypt (co-organiser)
  - The [3rd Annual PRME Regional Meeting DACH](#) in Frankfurt am Main, Germany, in November 2015 (host)
  - The 4rd Annual PRME Regional Meeting and RME Research Conference DACH at IMC University of Applied Sciences Krems, Austria, in 2016 (host)

## PRME Chapter DACH

Currently, eighteen institutions are part of the PRME Chapter DACH, with four new signatories since the last PRME Chapter Meeting in October 2014:

- HTW Chur, Switzerland – represented by Jürg Kessler
- Pforzheim University, Germany – represented by Ulrich Jautz
- MCI Management Center Innsbruck, Austria – represented by Andreas Altmann
- Goethe-University Frankfurt am Main, Germany – represented by Gerhard Minnameier
- GGS Heilbronn – German Graduate School of Management & Law, Germany – represented by Christopher Stehr
- WU Wien – Vienna University of Economics & Business, Austria – represented by Fred Luks
- Hochschule der Medien, Germany – Steinbeis University Berlin – represented by Wilfried Mödinger
- IUBH School of Business and Management, Germany – represented by Kurt Jeschke
- TU Dresden – IHI Zittau, Germany – represented by Albert Löhr
- Ostbayerische Technische Hochschule Amberg-Weiden (OTH), Germany – represented by Bernhard Bleyer
- IMC University of Applied Sciences Krems, Austria – represented by Reinhard Altenburger
- Reutlingen University, Germany – represented by Bernd Banke
- Frankfurt School of Finance & Management, Germany – represented by Heike Brost
- University of Tuebingen – Global Ethics Institute, Germany – represented by Claus Dierksmeier
- WHU – Otto Beisheim School of Management, Germany – represented by Michael Frenkel
- Danube Business School – Donau-Universität Krems, Austria – represented by Barbara Brenner
- ZHAW Zurich University of Applied Sciences Winterthur, Switzerland – represented by André Haelg
- Basel School of Business, Switzerland – represented by Jacqueline Weinberg

### GOVERNANCE

- **PRME Chapter DACH Secretariat:** Lutz Schlange, University of Applied Sciences HTW Chur
- **Steering Group:** All current members have been re-elected to serve until the end of 2016— Reinhard Altenburger (IMC-Krems), Johannes Dickel (MCI Innsbruck), Rudi Kurz (Pforzheim), Lutz E. Schlange (University of Applied Sciences HTW Chur, Speaker), Michael Wihlenda (World Ethos Institute, University of Tübingen), and Heike Brost (Frankfurt School of Finance)

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## Established PRME Chapters

### PRME Chapter: LATIN AMERICA and the CARIBBEAN (LAC)

#### BACKGROUND

The PRME Chapter Latin America and the Caribbean (LAC) was initially discussed at the [1st PRME Regional Meeting LAC](#), which took place in 2011 at IAE Business School in Buenos Aires, Argentina, co-organised by CLADEA, with support of the Global Compact Network Argentina. The PRME Chapter LAC officially launched in 2013 at the [2nd PRME Regional Meeting LAC](#) at CENTRUM Católica Graduate Business School in Lima, Peru. After a productive [3rd PRME Regional Meeting LAC](#) at EGADE Business School in Mexico in June 2014, PRME signatories in attendance expressed the intention of the PRME Chapter LAC to become formally established, and thus signed an MoU and a declaration with the main goals and core value proposition for the Chapter.

#### CORE VALUE PROPOSITION AND MAIN ACTIVITIES

Thematic Area	Focus	Members
Anti-Corruption, Ethics, and Transparency	<ul style="list-style-type: none"> <li>Inconsistency between discourse and practice— corporate social responsibility</li> <li>Teaching values to graduate students</li> <li>Teaching ethics and decision-making</li> <li>Awareness of students of their social role</li> </ul>	<ul style="list-style-type: none"> <li>Dr. Consuelo García de la Torre (EGADE) (Project Leader)</li> <li>Dr. Alberto Willi (IAE Business School) (Project Leader)</li> <li>Dr. Pedro Martínez Ramos (UACH)</li> <li>Dra. María Galarza Heras (Universidad Panamericana Campus Bonaterra)</li> </ul>
Governance	<ul style="list-style-type: none"> <li>Governance in local SMEs vs. corporations in LAC</li> <li>Governance and bottom up/ local approach</li> </ul>	<ul style="list-style-type: none"> <li>Dr. Norman Arruda (ISAE/FGV) (Project Leader)</li> <li>Dr. Felipe González y González (IPADE) (Project Leader)</li> <li>Mg. Rosa Elva Martínez León (Centro de Estudios Universitarios 16 de Septiembre)</li> <li>Dr. Ruth Hamasaki (Universidad de Occidente)</li> </ul>
Sustainability	<ul style="list-style-type: none"> <li>Innovative sustainable management models</li> <li>The impact of corporate social responsibility and social issues</li> <li>Private enterprises as educational agents</li> </ul>	<ul style="list-style-type: none"> <li>Dr. Gerardo Lozano (EGADE) (Project Leader)</li> <li>Dr. Rubén Guevara (CENTRUM Católica Graduate Business School) (Project Leader)</li> <li>Dr. Jesús Robles Villa (UACH)</li> <li>Mg. Judith Gastélum (Universidad de Occidente)</li> <li>Mg. Andrés Daniel Ruelas (Centro de Estudios Universitarios 16 de Septiembre)</li> </ul>

## PRME Chapter LAC

Thematic Area	Focus	Members
Entrepreneurship	<ul style="list-style-type: none"> <li>• “Intrapreneurship” and development of inclusive businesses</li> <li>• Barriers and enablers for women entrepreneurs</li> </ul>	<ul style="list-style-type: none"> <li>• Dr. Luis Portales (UDEM) (Project Leader)</li> <li>• Dr. Roberto Gutiérrez Poveda (Universidad de los Andes) (Project Leader)</li> <li>• Mg. Karoline Moyano (Universidad del Valle de Atemajac, UNIVA)</li> <li>• Mg. Margarita Guerrero Villa (UACH)</li> <li>• Dr. Juan Antonio Enciso (EGADE)</li> </ul>
University Social responsibility	<ul style="list-style-type: none"> <li>• Comparative studies of university social responsibility in LAC</li> <li>• University social responsibility in higher education institutions top to bottom—the Mexican case</li> </ul>	<ul style="list-style-type: none"> <li>• Mtro. Jorge Reyes Iturbide (Universidad Anáhuac México Norte) (Project Leader)</li> <li>• Gustavo Yepes (Universidad Externado Colombia) (Project Leader)</li> <li>• Dr. Humberto Palos Delgadillo (Universidad de Guadalajara)</li> <li>• Mtra. Lorena Orellana Mandolini (Escuela de Negocios PwC Argentina)</li> <li>• Dra. María del Pilar Baptista (Universidad Anáhuac México Norte)</li> <li>• Mtra. Liliana Álvarez Loya (UACH)</li> </ul>

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**Creation of a PRME Chapter LAC website**: The PRME Chapter LAC website intends to be a platform for interaction among the members of the Chapter and to provide information to potential signatories of PRME. Please visit the [PRME Chapter LAC website](#).
- 
**Research and develop a Collection of Good Practices on SIP Reports for LAC**: This project intends to highlight some of the most important good practices that the SIP reports of the LAC region collects in order to distribute a short and user friendly document to promote such practices. Driven by CENTRUM Católica Graduate Business School, this document is forthcoming.
- 
**Convene annual meetings for the PRME Chapter**: The PRME Chapter LAC meets annually in order to continue to build their community and governance and to promote peer learning. This year, the [4th PRME Regional Meeting LAC](#) will take place 21-22 October 2015 at Universidad Externado in Bogotá, Colombia.
- 
**Report on Progress**: The PRME Chapter LAC has produced a report covering the progress achieved by the Chapter, as well as by many PRME signatories in the region. Please find this information on the PRME Chapter LAC website.

# PRME Chapter LAC

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## GOVERNANCE

- **PRME Chapter LAC Advisory Committee:** Composed by a main contact from all previous PRME Regional Meetings LAC
- **PRME Chapter LAC Chair and main contact**

### For more information, kindly contact:

Consuelo García de la Torre, EGADE Business School, PRME Chapter LAC Chair

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## Established PRME Chapters

# PRME Chapter MIDDLE EAST and NORTH AFRICA (MENA)

## BACKGROUND

The PRME Chapter Middle East and North Africa (MENA) was initially discussed at the [1st PRME MENA Regional Forum](#) in 2011, hosted by the American University in Cairo School of Business, Egypt. In 2012, it was officially endorsed by participants of the [2nd PRME MENA Regional Forum](#), organised by Holy Spirit University of Kaslik (USEK), Lebanon. The goals of the PRME Chapter MENA included offering a faculty development programme as part of the [3rd PRME MENA Regional Forum](#), which took place in November 2013 at the University of Dubai (UAE), United Arab Emirates. The PRME Chapter MENA became formally established following the [4th PRME MENA Regional Forum](#), "Regional and Local Challenges for Responsible Management Education," which took place at ESCA School of Management, in Casablanca, Morocco in November 2014.

## CORE VALUE PROPOSITION AND MAIN ACTIVITIES

Main activities were discussed at the November 2014 meeting, with the spirit of peer learning and goals to strengthen the regional PRME community and collaboratively tackle barriers to responsible management. The following projects were proposed for focus, and with many of them having already been implemented by individual signatories, the challenge now is to spread this work throughout the region and increase its impact:

-  Workstream on Teaching: This workstream includes projects and such activities as curriculum development, content sharing, and faculty webinars on topics of interest
-  Workstream on Research: This workstream aims to deepen knowledge creation and sharing on issues, such as anti-corruption, among other topics
-  Workstream on Outreach: This workstream aims to provide outreach for the Sustainability Literacy Test (with 30% local questions) through further promotion by PRME Chapter MENA members and beyond
-  Workstream on Women on Board: This project aims to explore the topic of women on boards in the Arab region
- Hosting an annual PRME Regional Meeting MENA and other PRME-related events: The PRME Chapter MENA hosts and organises PRME Regional Meetings/Fora and other related events. Currently, the Chapter is organising and co-organising the following events:
  - The [2nd Responsible Management Education Research Conference](#) on 7-9 September 2015 at American University in Cairo (AUC), Egypt
  - The [5th PRME MENA Regional Forum](#), in November 2015, hosted by Talal Abu-Ghazaleh Graduate School of Business, German Jordan University, Jordan
  - The 6th PRME MENA Regional Forum in 2016, hosted by the American University in Cairo School of Business, Egypt

# PRME Chapter MENA

## GOOD PRACTICES OF PRME SIGNATORIES FROM THE REGION

Apart from the PRME Chapter MENA activities mentioned above, the Chapter selected some good practices to further scale them within the PRME Chapter as well as share them with the PRME community:



### **The American University in Cairo (AUC): *Sustainability Literacy Test***

The test aims to evaluate basic knowledge of sustainable development issues and corporate responsibility. It is targeted to higher education students. Two-thirds of the multiple choice question test are global questions, while one-third take into consideration the local context. The AUC School of Business had the privilege of piloting this important global test, as well as contributing the local questions (for Egypt). The test was administered to 80 AUC students in 2014 and resulted in student engagement and excitement about the Principles of PRME. A major lesson learned is that students need to be part of the implementation of PRME. Creativity, good will, and commitment of the students are critical to the success of a new teaching-learning relationship focused on sustainability.



### **The German University in Cairo: *Toward Socially-Responsible and Sustainable Management Education and Practice, 6 - 7 May 2015***

The German University in Cairo organised a two day workshop on sustainable management education preceded by a pre-workshop seminar on 5 May 5 2015. Emanating from a strong belief in socially responsible and sustainable management education, this workshop featured the Giving Voice to Values (GVV) case studies programme developed by Prof. Mary Gentile, Director of GVV and Senior Research Scholar at Babson College, US. The GVV programme relates to all management departments and has been presented in many countries around the world. The workshop also explored the expectations of the companies towards the role of universities in ameliorating corporate CSR performance as an effort to bridge academia and practice.



### **University of Dubai (UD): *PRME Implementation Committee***

The committee aims to create awareness of PRME among students, staff, and faculty members and consist of one faculty member from each department. The committee conducted brainstorming sessions on methods of PRME implementation, later placing posters explaining the principles of PRME at different locations on campus. Further, UD's participation in PRME and the background was presented to faculty members at a weekly research seminar by the PRME coordinators. These activities resulted in increased awareness among UD students, staff, and faculty.



### ***Sustainability and the Workbook Textbook by Dr. Jonathan Scott – Arabic Version***

The Arabic version of the book were made available free of charge online at the GRLI website. Hard copies are available from UD for a nominal fee for universities and institutions.



### ***Employee Volunteers Initiative***

UD is an active member and partner of ENGAGE Dubai, an employee volunteering organisation with fifty member companies. This is an initiative of the Dubai Chamber. As a partner of ENGAGE, UD has brought fifteen executives as guest speakers from participating organisations to lecture to students over the past 24 months. UD faculty also participated in different employee volunteering activities organised by ENGAGE.

# PRME Chapter MENA

## GOOD PRACTICES OF PRME SIGNATORIES FROM THE REGION

### **ESCA: Social Innovation and Sustainability Institute (SI&SI)**

The Institute's mission is to train students—the leaders of tomorrow—to be agents of change, to advise and support economic operators, in the framework of Corporate Social Responsibility, in order to stimulate the creation of business opportunities through social innovation and entrepreneurship, and to participate effectively to the sustainable development of emerging countries and Africa.

### **Qassim University College of Business and Economics: Pearl Initiative Students' Case Competition**

The Institute's mission is to train students—the leaders of tomorrow—to be agents of change, to advise and support economic operators, in the framework of Corporate Social Responsibility, in order to stimulate the creation of business opportunities through social innovation and entrepreneurship, and to participate effectively to the sustainable development of emerging countries and Africa.

## GOVERNANCE

- The American University in Cairo School of Business has initially agreed to host the PRME Chapter MENA

### **For more information, kindly contact:**

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## Established PRME Chapters

### PRME Chapter NORDIC

#### BACKGROUND

The PRME Chapter Nordic consists of PRME Signatories from Denmark, Finland, Iceland, Norway, and Sweden. The first informal meeting of this group was held at Copenhagen Business School (Denmark) in June 2013 during the [Sustainability in a Scandinavian Context Conference](#). In September 2013, a second meeting for the PRME Chapter Nordic was held alongside the 2013 PRME Summit – 5th Annual Assembly in Bled, Slovenia. Following these two meetings, the PRME Chapter Nordic formally established in December 2014 after formalising a Memorandum of Understanding between the Chapter and the PRME Secretariat.

The [1st Chartered Annual Meeting of the PRME Chapter Nordic](#) took place on 9 June 2015 at Copenhagen Business School (CBS), Where the Chapter convened for the first time since becoming officially established. Hosted by CBS and arranged by the Chapter Secretariat at the Hanken School of Economics, the meeting coincided with the CBS-organised conference Sustainability in a Scandinavian Context, which created good synergies for the meeting. The Chapter meeting saw participants from seven out of nine of the Chapters member schools: Aarhus University, School of Business and Social Sciences (Denmark); Aalto University School of Business (Finland); Copenhagen Business School (Denmark); Hanken School of Economics (Finland); Jönköping International Business School (Sweden); Reykjavik University School of Business (Iceland); and Turku School of Economics (Finland) had representatives present. Additionally the meeting was attended by representatives of two other PRME signatories from the Nordic region, BI in Norway and SSE from Sweden. During the meeting, the member schools presented the most important progress and developments that had occurred in 2014. In more extensive presentations, CBS presented the preliminary finding of the PRME Champions project on Faculty Development, Hanken School of Economics presented new SIP rubrics, and Sara Krüger-Falk presented the progress and work of Global Compact Network Nordic. Mary Gentile from Babson also had a session where she presented the [Giving Voice to Values](#) method. The meeting also included a workshop identifying projects for collaboration for the PRME Chapter Nordic, listed below.

#### CORE VALUE PROPOSITION AND MAIN ACTIVITIES

The aim of the PRME Chapter Nordic is to strengthen collaboration on PRME-related issues in the Nordic context. This includes deepening the communication among signatories and exchanging good practices. Some of the main commitments and next steps identified by the PRME Chapter Nordic are the following:

-  Helping translate and implement PRME in the local context and recruiting all Nordic Business school to become PRME signatories and members of the PRME Chapter Nordic.
-   Leveraging the strength of the existing Global Compact Network Nordic and building a communication forum where members of the network can share information on their projects. It was further agreed that an informal PRME Chapter Meeting Nordic should be arranged in Helsinki in December when the Global Compact Network Nordic will meet. A long-term plan is to start arranging the PRME Chapter Meetings Nordic in conjunction with the Local Network meetings to facilitate opportunities for collaboration. BI, Aalto, and Hanken took ownership for arranging the December meeting.

# PRME Chapter NORDIC

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**Developing a shared information platform and sustainability repository on sustainability-related issues:** A common collaborative MOOC or rather DOCC (distributed open collaborative course) was agreed upon. The plan is for a roll out of the PRME Nordic MOOC/DOCC in the fall of 2016. Hanken took ownership of the issue and will conduct a survey in August with the participating schools in order to map existing technical resources and needs.
- 
**Hosting PRME Chapter Meetings Nordic and other PRME-related events** as discussed above

Currently, 10 institutions are part of the PRME Chapter Nordic:

- Aarhus University, School of Business and Social Sciences
- Aalto University School of Business
- Copenhagen Business School
- JAMK University of Applied Sciences
- Jönköping International Business School
- Hanken School of Economics
- Lund University School of Economics and Management
- Reykjavik University School of Business
- Stockholm School of Economics
- Turku School of Economics

## GOVERNANCE

- Hanken School of Economics is the PRME Chapter Nordic Chair since October 2014 and will remain in that position until October 2016

### For more information, kindly contact:

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## Established PRME Chapters

# PRME Chapter UK and IRELAND

## BACKGROUND

The [Foundation Meeting for the regional PRME Chapter UK and Ireland](#) was held on 10 May 2013 at Aston Business School.

Thirty-two delegates of PRME signatory business and management schools from across the United Kingdom and Ireland came together to agree on a Constitution and Steering Committee and to discuss ideas on the roles, activities, and events for the new Chapter. Delegates were welcomed by Professor Dame Julia King, Vice Chancellor of Aston University and hosted by Carole Parkes of Aston Business School and Alan Murray of Winchester Business School. Alan Murray was elected Chair and Carole Parkes as Vice Chair of the Chapter. Other officers and Steering Group members elected included Treasurer Alec Wersun, Glasgow Caledonian University, Secretary Natalia Yakovleva, Winchester Business School, Paul Cashian, Coventry University, David Clemson, London South Bank University, Joanne Cook, University of Hull, Sheila Killian, University of Limerick, and Jonathan Gosling, University of Exeter.

The [2nd PRME Chapter Forum UK and Ireland](#) was held at Winchester Business School, 8-9 April 2014, in conjunction with The Futures of Capitalism conference. A range of plenary and short paper sessions generated lively discussions and knowledge sharing.

## CORE VALUE PROPOSITION AND MAIN ACTIVITIES

Activities include working with higher education institutions (HEIs) and related bodies to support the integration of PRME in the UK and Ireland. This includes promoting PRME through events, conferences, publications, and associated activities, such as the following:

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**Setting up the Chapter – The Role of the Foundation Meeting:** The growth in UK and Ireland signatories led to the invitation, at the Rio+20 Global Forum 2012, to form a regional PRME Chapter. A key event in the formation of the PRME Chapter UK and Ireland was the Foundation Meeting held in May 2013. The challenge was to ensure that there would be wide participation and engagement in the process of formalising the governance arrangements as well as discussing future regional and national Chapter events and the Chapter's contribution in the PRME Global context. Two key contributors to the governance arrangements were the PRME Secretariat and the Director of the Global Compact Network UK. As one of the early Chapters to be established, there were many new challenges that had to be faced, and the contributions of both of these organisations were extremely helpful. The foundation meeting was very well attended, with most existing (and some potential) signatories attending. This provided a good mandate for the elected officers and steering group to carry out the decisions taken at the meeting.

## PRME Chapter UK and IRELAND

Since that time two, further Chapter events have been planned, and the principle of providing ample opportunity for sharing challenges, experiences, and good practices has been an important feature of all PRME-related events

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**PRME Chapter UK and Ireland website:** The PRME Chapter UK and Ireland is now live at <http://unprme.org.uk>. The website has information on the activities and events of the Chapter including a link to the UK and Ireland version of the Sustainability Literacy Test
- Inspirational Guide for the Implementation of PRME: UK and Ireland Edition:** This PRME Chapter UK and Ireland book followed from the original international *Inspirational Guides* that aimed to cultivate and inspire actively engaged PRME participants. The Guides have been written with the aim of enabling participants to transition from a global learning community to an action community, with practical examples of implementation. Following the two previous editions, the challenge was to compile a volume that provided existing and aspiring signatories in the UK and Ireland with examples from the local context. The Guide, therefore, is a collection of experiences from a range of UK and Ireland institutions that answers some of the most frequently asked questions concerning the implementation of PRME. It celebrates 23 examples of innovation and leadership by highlighting real-world examples from some of the most engaged signatories in the region. They are organised in the following categories: three cases Examining Values and Mission of the School, seven cases Developing Centres and Outreach Initiatives and thirteen that Develop Programmes in Research and Learning and Teaching. These cases add to the UK and Ireland examples already included in the first two international editions, which include six cases in the first international *Inspirational Guide – Placing Sustainability at the Heart of Management Education* (two examples on strategy and change centred on PRME, two on fostering PRME partnerships, one on learning environments, and one on measuring impact). The second *Inspirational Guide – Learning to Go Beyond* includes nine cases from the UK and Ireland (one on PRME Leadership Competencies, two on Responsible Management through Experiential Learning, three on Mainstreaming PRME across HEIs and Beyond the Business School, and three on Harnessing PRME through Research and Publications. Thus, the PRME Chapter UK and Ireland has 38 cases on implementing PRME published in the *Inspirational Guides* and looks forward to being able to highlight more at its Conferences and future publications (see link to guides [www.gseresearch.com/pages/prme.aspx](http://www.gseresearch.com/pages/prme.aspx)) for sharing challenges, experiences and good practices has been an important feature of all PRME events.
- 
**Events to disseminate information about PRME and encourage signatories:** Following the first PRME Global Forum in December 2008, UK signatory attendees resolved to take up the challenge of 'spreading the word' about PRME and encouraging other universities and business schools to become signatories. In order to do this, the first 'Responsible Management' Workshop, held in June 2009, was designed to allow deans, heads of departments, and relevant faculty to understand more about PRME. It was facilitated by members of the original PRME Taskforce and included inputs from the UK Association of Business Schools and AMBA. The workshop featured presentations from UK educators from PRME signatories and began the process of implementing PRME, together with an 'Exchange Platform' that provided participants with the opportunity to share their challenges and experiences. As a result of the

## PRME Chapter UK and IRELAND

success of this event, a second workshop was held in 2010, and this was supplemented by many of the speakers who spoke at the first event visiting and supporting other PRME events. These events became instrumental in developing the growing network of UK signatories.

- Convene annual meetings for the PRME Chapter:** The PRME Chapter UK and Ireland meets annually. This year, the [PRME Chapter Conference UK and Ireland](#) is scheduled for 29-30 June 2015 at Glasgow Caledonian University. Highlights include: Nobel Prize Winner, Congressional Medal of Honor holder, and champion of fight against poverty and social business, Professor Muhammad Yunus. The meeting will include a Question Time Session with Senior Business Leaders, a session on Social Innovation and Enterprise led by Professors Simon Teasdale (GCU) and Olinga Ta'eed (Northampton), plus 25 presentations by PRME signatories from the UK and Ireland sharing ways to institutionalise PRME and improve SIP reporting, develop the curriculum for PRME, expand PRME research, and explore the competencies required for responsible management and leadership

### GOVERNANCE

#### Officers and Steering Committee of the Chapter

Chair Carole Parkes, Aston Business School  
 Vice Chair Alec Wersun, Glasgow Caledonian University  
 Treasurer Alan Murray, Winchester Business School  
 Secretary David Clemson, London South Bank University

#### The Steering Committee Members of the Chapter

Paul Cashian, Coventry University  
 Paul Caulfield, University of Nottingham  
 Matt Gitsham, Ashridge Business School  
 Sheila Killian, University of Limerick  
 Anja Schaefer, Open University  
 Roz Sunley, Winchester University



#### For more information, kindly contact:

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Tessa.Valentine, Winchester Business School, PRME Chapter UK and Ireland Administrator

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## Emerging PRME Chapters

### PRME Chapters in ASIA

#### BACKGROUND

The PRME community in Asia has already seen many PRME Regional Fora held over the past four years: the [1st PRME Regional Forum Asia](#) at Kyung Hee University in South Korea in 2010, the [2nd PRME Regional Forum Asia](#) at Tsinghua University in China in 2011, the [3rd PRME Regional Forum Asia](#) at Keio University in Japan in 2012, the [4th PRME Regional Forum Asia](#) at Ramon V. Rosario College of Business at De La Salle University in the Philippines in 2013, and the [5th PRME Regional Forum Asia](#) at the University Utara Malaysia on 13-14 November 2014. In this context, the PRME Chapter ASEAN+ (Association of Southeast Asian Nations and others), the PRME Chapter East Asia (Japan, Korea, and China), and the PRME Chapter South Asia (India, Pakistan, Bangladesh, Sri Lanka, and others) were launched during the 5th PRME Regional Forum Asia in order to strengthen the participation of signatories of PRME at the regional level—to enhance individual and collective work, promote the adoption of the principles of PRME in the region, which promote peer learning, dissemination of good practices, experiences and lessons learned—and to create a space for dialogue among the signatories of the region.

#### CORE VALUE PROPOSITION AND MAIN ACTIVITIES

The main goal is to define corporate social responsibility and responsible management education in the different Asian contexts, as well as to advance PRME locally. Currently, the main collaborative activity pursued by this group of PRME Chapters is organising annual events in order to further discuss corporate social responsibility and responsible management education locally, as well as to further strengthen the three emerging PRME Chapters in the region.



The upcoming annual event, the [6th PRME Regional Forum Asia](#) will be held on 27-28 November 2015 at the Goa Institute of Management, India. This event aims to continue the discussions of the PRME Chapter as well as to focus on the theme: “Integrating Responsible Management.” In that sense, the 6th PRME Asia Forum aims to:

- Share what business enterprises and business schools are doing to integrate social responsibility in their strategies as well as what challenges they experience in implementation and the outcomes that have followed
- Reflect on the role of business enterprises and business schools in advancing responsible management education and implementing the SDGs
- Motivate administrators and teachers across business schools to integrate social responsibility in their thought and action
- Promote networks among business schools and between business enterprises and business schools to implement responsibility enhancing projects jointly
- Further discuss the next steps and activities for the PRME Chapters in Asia (PRME Chapter ASEAN+, PRME Chapter South Asia and PRME Chapter East Asia)

# PRME Chapter ASIA

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**For more information, kindly contact:**

**PRME Chapter ASEAN +**

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**PRME Chapter South Asia**

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## Emerging PRME Chapters

# PRME Chapter AUSTRALIA/NEW ZEALAND

## BACKGROUND

The PRME Chapter Australia/New Zealand was endorsed by participants at the [2nd PRME Australia/New Zealand Forum](#), hosted by Griffith Business School, Australia, in 2012. The [1st PRME Australia/New Zealand Forum](#) took place at the Australian School of Business – University of New South Wales (now UNSW Business School), Australia in 2011.

The [3rd PRME Regional Forum Australia/New Zealand](#) took place at the University of Waikato Management School, New Zealand, in 2013. Through discussions on local needs and priorities, this PRME Regional Meeting reaffirmed the value of a Chapter in Australia/New Zealand.

## CORE VALUE PROPOSITION AND MAIN ACTIVITIES

The PRME Chapter Australia/New Zealand aims to create a community that shares good practices and experiences, strengthening RME and PRME participation in the region. Some activities are working on include:

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**Creating a survey to involve Deans in PRME:** The Chapter is conducting a survey of business academics in the region on their understanding of the Principles of PRME and how these are used in their teaching and/or research. The online survey has been sent to 3,354 academics at 45 universities across the region. It is hoped that the initial results of the survey will be available at the 2015 PRME Global Forum.

The emerging PRME Chapter Steering Committee involved in managing these projects is composed by:

Nick Barter – Griffith University, PRME Chapter Australia/New Zealand coordinator

Debbie Haski-Leventhal – Macquarie Graduate School of Management

Tracy Wilcox – University of New South Wales

Dave Webb – University of Western Australia

Chris Eichbaum – Victoria University of Wellington

Craig Hurley – Federation University

Belinda Gibbons – Monash University

Project Manager: Cameron Ford, Research Associate

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**Regular communication between PRME Chapter members:** Organised by the PRME Chapter Australia/New Zealand coordinator, the Chapter communicates every month through calls and, on an on-going basis, through a social platform for sharing information between members of the Chapter.
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**Promoting the Sustainable Games project:** The PRME Chapter Australia/New Zealand was instrumental in promoting the Sustainable Games project between their students and circulating this information via bulletin boards, communications, and web profiles.

## PRME Chapter AUSTRALIA/NEW ZEALAND

- Future of Management Education Initiative:** This initiative was devised in 2012 by the Australian Business Deans Council, supported by the Australian Government through the Department of Industry, in response to a growing consensus that management education needs to recalibrate in line with a changing and challenging business environment, especially in the context of concerns about Australia's performance in productivity and innovation. This 18 month initiative produced a scoping paper, held consultative forums with business and community, and ran three Innovative Practice Trials (IPTs) at business schools around Australia. These IPTs brought in business as partners, 'clients,' and advisers and involved experience-based, as opposed to conceptual learning. One of these IPTs was clearly informed by elements of the agenda and principles of PRME. Using a future-looking methodology, a collaboratory of academics, industry, government, relevant professional, and other representatives was brought together with the goals of:
  - Developing and testing a transformative model of management education based on values of sustainability to produce globally responsible leaders
  - Representing an open-source meta-space, which can be established anywhere, virtual or real, within companies or communities or within a business or management school
  - Developing a new curriculum map offering an alternative to the standard MBA model
  - One of the outputs from this Trial is a video that can be viewed at:
   
<https://www.youtube.com/watch?v=MMao3YxXrNo>

### GOOD PRACTICES OF PRME SIGNATORIES FROM THE REGION

**University of Western Australia – Dave Webb**

UWA Business School became a PRME signatory in 2013 and appointed Dave Webb as Associate Director, PRME to drive the initiative into the faculty's teaching, research, and service. UWA is currently pursuing an international collaborative partnership with Copenhagen Business School in Denmark, Queens School of Business in Canada and IILM in India. Leeds University (UK) may also join the partnership at a later point in time.

**Victoria University of Wellington – Chris Eichbaum**

Divestment—and in particular divestment from equities of other holdings in the non-renewable and carbon emitting energy sector has occurred at a number of universities within Australia/New Zealand. These decisions have at times been controversial and have certainly contributed to public conversations around sustainability and ethical investing.

In October 2014, The Council of The Australian National University (ANU) agreed to a proposal by Vice-Chancellor Professor Ian Young AO to commence divestment of stocks in seven companies following an independent review of ANU domestic equities. The review, commissioned by the University as part of its Socially Responsible Investment Policy provided Environmental, Social and Governance Ratings on ANU-held domestic stocks. In November 2014, the Vice-Chancellor of Victoria University of Wellington, Grant Guilford, announced a review of investments in carbon emitting fossil fuels, noting that examples of international leadership in the area included, "... initiatives by the United Nations Principles for Responsible Investment, the British Medical Association, and a variety of investment funds, city councils and religious groups."

# PRME Chapter AUSTRALIA/NEW ZEALAND

## GOOD PRACTICES OF PRME SIGNATORIES FROM THE REGION

### **University of New South Wales – Tracy Wilcox**

UNSW recently completed its three-year “Capturing the Champions of Responsible Management Education” project. This project involved the development of purpose-built criteria for assessing engagement with the elements of RME, and the application of these criteria in a comprehensive desk audit of all core courses within UNSW Business School programmes. Through this, UNSW identified ‘champion courses and degree programmes and also conducted survey of academics across the faculty.

A PRME Community of Practice (COP) was launched with broad representation across the Business School. The COP will conduct brown bag seminars and other events to promote engagement with PRME topics.

The Business School has introduced a ‘PRME Teaching Award’ that will formally recognise leadership in responsible management education.

### **University of Wollongong – Belinda Gibbons**

With a desire to align teaching and learning domains with the principles of PRME, the Faculty of Business has recently designed, developed, and implemented an interdisciplinary web-based computer business simulation that incorporates responsible decision-making.

- The IDLE, or the Interactive Dynamic Learning Environment, is a simulation game that provides multidisciplinary teams of business students with a realistic virtual environment within which to run their own manufacturing business.
- IDLE provides a technologically-rich simulated learning environment where the intricacies of business decisions, the environment, and society within the organisation framework are experienced by business students both nationally and internationally.
- IDLE is themed on a smartphone manufacturing company with the scenarios premised around the Ten Principles of the UN Global Compact.
- Business higher education students relate to this industry, and the simulation allows deep learning to occur in a risk free environment. “IDLE helps tie everything together that we have learnt and improve our understanding of CSR. There should be more of this in our university.” – Student response 2013.
- The 2014 web-based computer simulation received first place in the NSW iAwards for innovative technology.

### **Macquarie Graduate School of Management – Debbie Haski-Leventhal**

Macquarie Graduate School of Management (MGSM) is embedding PRME in core units and conducts an international MBA student study with PRME schools. MGSM has a research cluster on CSR and PRME, as well as a CSR partnership network. MGSM is also home of the Journal of Business Peace and Sustainable Development.

## PRME Chapter AUSTRALIA/NEW ZEALAND

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### GOOD PRACTICES OF PRME SIGNATORIES FROM THE REGION

 **Griffith University**

Griffith's Asia-Pacific Centre for Sustainable Enterprise now consists of research, teaching, industry engagement, and advocacy groups aimed at driving further the embrace of the values of responsible leadership and sustainability (as congruent with PRME) into all of the business school's activities.

The MBA programme has conducted a carbon audit and offset emissions of 433 Tonnes – First in Australia – Second in World. Further, principles of responsible leadership and sustainability are embedded into all MBA courses.

**For more information, kindly contact:**

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# Emerging PRME Chapters

## PRME Chapter IBERIAN

### BACKGROUND

The PRME Chapter Iberian (Portugal and Spain) was first discussed at a meeting hosted by Deusto Business School in May 2014, and launched during a [PRME signatory workshop at ESADE Business School](#) in Madrid on 10 July 2014. The [2nd PRME Chapter Meeting Iberian](#), which took place in February 2015 in Madrid, defined next steps and core projects for this group.

### CORE VALUE PROPOSITION AND MAIN ACTIVITIES

The PRME Chapter Iberian (Portugal and Spain) has arisen from the July 2014 meeting of business schools and universities that saw the need to strengthen the participation of signatories of PRME at the regional level—to enhance individual and collective work, promote the adoption of the Six Principles in the region, and facilitate peer learning, dissemination of good practices, experiences and lessons learned—and to create a space for dialogue among the signatories of PRME in Portugal and Spain, which are invited to join this emerging PRME Chapter. Many activities were discussed at the July 2014 meeting, and the following projects decided for focus:

-    **Recruiting platform and local catalyser:** The PRME Chapter Iberian is a regional platform that will help to recruit new PRME signatories, as well as to advance in the Six Principles. It is also a local catalyser and, in coordination with the PRME Secretariat, a link with the Global Compact Local Networks in Portugal and Spain.
-   **Inspirational Guide by the PRME Chapter Iberian:** (Project Leader: Anna Bajo, Universidad Pontifical Comillas): This project aims to create an Inspirational Guide with good practices from the region for a global audience. The project has two stages:
  - Phase I: Creating a short guide with good practices already developed by members of the PRME Chapter Iberian that want to share their experiences. The methodology is descriptive—contrasting presentations provided with official website of high education institutions—and will have the catalogue format. The resource will be presented at the 2015 PRME Global Forum and will show at least one experience of each Chapter participant covering at least two good practices per principle that could inspire other interested institutions. View the short guide [here](#).
  - Phase II: Creating an extensive Guide (with book format,) including detailed information provided by each institution on their progress in implementing PRME. This resource will be delivered by June 2016.
  - Members of this project: Anna Bajo and Consuelo Benito (University Pontifical Comillas), Belén López (ESIC), Angels Fitó and Enric Serradell (UOC), Joaquim Pinto (UALG), and Maria João Santos (ISEG)
  - Institutions whose good practices were analysed: UOC, IESE, Deusto, EADA, UALG, PBS, ESIC, ESADE, ISEAD, Comillas, and ISEG

## PRME Chapter IBERIAN

-   **Workstream on Indicators to Evaluate the Impact of the Principles** (Project Leaders: Javier Benayas, UAM and Alonso Gil-Casares, ISEAD): Ten indicators for each of the Six Principles will be developed in order to help PRME institutions to measure the impact of their activities and projects in advancing PRME. This tool will be an important contribution to the local and global communities of PRME.
  - Scope: This workstream aims to identify indicators to analyse the impact of the Principles in different aspects, such as teaching, research, and institutional management, among others. These indicators will allow for assessment and measurement of the degree of development reached by PRME signatories and to promote progressive processes of implementation.
  - Process: The first phase of the project aims to define a series of indicators to evaluate each of the objectives of the institutions. Secondly, the project aims to implement the pilot phase by applying the list of indicators to a group of institutions in order to refine and define with more precision the scope and effectiveness of each indicator. In the third phase, indicators could serve as a reference rubric to be applied to the wider group of PRME signatories.
  - Members of the workstream: Javier Benayas, Raquel Galindo, and Fernando Cassani (UAM), Manuel Escudero (Deusto), Alonso Gil-Casares and Ignacio Marotto (ISEAD), Joan Fontrodona and Pilar Garcia Lombardi (IESE), Daniel Serra de la Figuera and Carme Martinell (UPF), José María de la Villa and Janette Martell (ESADE), and Elisabeth Garriga (EADA).
-   **Project “Master Account”** Project leader: João Dias da Silva, Porto Business School)
  - Scope: Create a Google account to store and share all the information and documentation related with the Chapter.
  - Process: The account is already created and available. It contains:
    - Google Drive: To store and edit existing documents, as well as to create new documents (text docs, spreadsheets, presentations, inquiry forms, etc.). The platform offers collaborative and synchronous online editing, which may be very useful for those who need to work on a same document from distant locations.
    - Google Group: (also named “PRME Capítulo Ibérico”), which is simultaneously a mailing list that includes all the mail addresses from signatories and other invited individuals and a discussion forum that may be tracked/viewed either through email (mailing list) or through the web interface.

### For more information, kindly contact:

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## Emerging PRME Chapters

# PRME Chapter NORTH AMERICA

## BACKGROUND

The emerging PRME Chapter North America (Canada and USA) was created during the [1st PRME Regional Meeting North America](#), hosted by University of Washington Bothell School of Business on 10-11 October 2014. During the workshop, participants expressed their interest in working together and strengthening engagement in the region, leading to the formation of the PRME Chapter North America.

## CORE VALUE PROPOSITION AND MAIN ACTIVITIES

The PRME Chapter North America will be a regional PRME platform that will help to advance the Six Principles of PRME. It will also be a local catalyser and, in coordination with the PRME Secretariat, a link with the UN Global Compact Local Networks in Canada and the USA. Many activities were discussed at the October 2014 meeting, based on different challenges identified, resulting in the following projects

-  **Leveraging the value of PRME for academic institutions:** The first key challenge faced is how to leverage the value of PRME to academic intuitions. Two strategic activities implemented to address this key challenge are:
  -  **Develop links between the PRME Sharing Information on Progress (SIP) reports and AACSB International and EFMD accreditation bodies,** with the goal to introduce a template at the Academy of Management (AOM) 2015, in Vancouver, Canada—the following people agreed to work on this initiative: Sandeep Krishnamurthy at the University of Washington–Bothell, Heather Ranson at the University of Victoria, Christina Meinberg, at the University of California–Berkeley, Frances Amatucci at Slippery Rock University of Pennsylvania, and Ali Taleb at MacEwan University.
  -  **Develop PRME Awards for excellence in responsible management education**—the following people agreed to work on this initiative: Sherry Weaver at the University of Calgary, Gordon Lucyk at MacEwan University, Paulo Prochno at the University of Maryland–College Park, and Kim R. Glinka at Texas State University.
-  **Increasing research and sharing good practices:** The second key challenge faced is to increase research and the sharing of good practices among PRME signatories. The strategic initiative implemented to address this key challenge is a Cross-School Research Project using the UN Global Compact data set, with the objective of building knowledge for UN Global Compact companies and good practices for teaching in management education institutions—the following people agreed to work on this initiative: Michele Jurgens at the New England College of Business, Randal S. Franz at Seattle Pacific University, Amy Klemm Verbos at the University of Wisconsin–Whitewater, Sulin Ba at the University of Connecticut, Deanna Kennedy at the University of Washington–Bothell, Cedric Dawkins at Dalhousie University, and Linda Sama at St. John’s University.

## PRME Chapter NORTH AMERICA

-   **Increasing integration of PRME to targeted constituencies:** The third key challenge faced is to increase the integration of PRME to targeted constituencies. Three strategic activities implemented to address this key challenge are:
  - Explore intersections between PRME and Catholic institutions—the following people agreed to work on this initiative: Sherry Bruce Baker at Seattle Pacific University, Eric Zimmer at the University of Notre Dame, Linda Sama at St. John’s University, Liz Collier and Kathleen Odell at Dominican University, and Mary Maloney at the University of St. Thomas.
  - Further the responsible management education discussion in the Cascadia (Canada/USA) region—the following people agreed to work on this initiative: Ross Stewart at Seattle Pacific University and Joe Lawless at the University of Washington–Tacoma.
  - Explore PRME and Indigenous Peoples Issues—the following people agreed to work on this initiative: Amy Verbos at the University of Wisconsin–Whitewater and Deanna Kennedy at the University of Washington–Bothell.
-   **Increasing membership and participation at PRME Regional Meetings:** The fourth key challenge faced is to increase membership and participation at PRME meetings. The [2nd PRME Regional Meeting North America](#) will be hosted by Coles College of Business, Kennesaw State University on 4-6 February 2016. The strategic initiative implemented to address this key challenge is to offer a 2 for 1 registration programme at the 2nd PRME Regional Meeting North America—the attendees of the 1st PRME Regional Meeting North America will receive a 2 for 1 registration price if they bring a non-PRME signatory or a colleague from their institution that is not familiar with PRME in order to promote the Principles and recruit signatories—the following people agreed to work on this initiative: Sheb True at Kennesaw State, Anthony Buono at Bentley University, and Mike Henry at MacEwan University.

### For more information, kindly contact:

Sheb True, Kennesaw State University, host of the upcoming (February 2016) PRME Regional Meeting North America, [strue@kennesaw.edu](mailto:strue@kennesaw.edu)

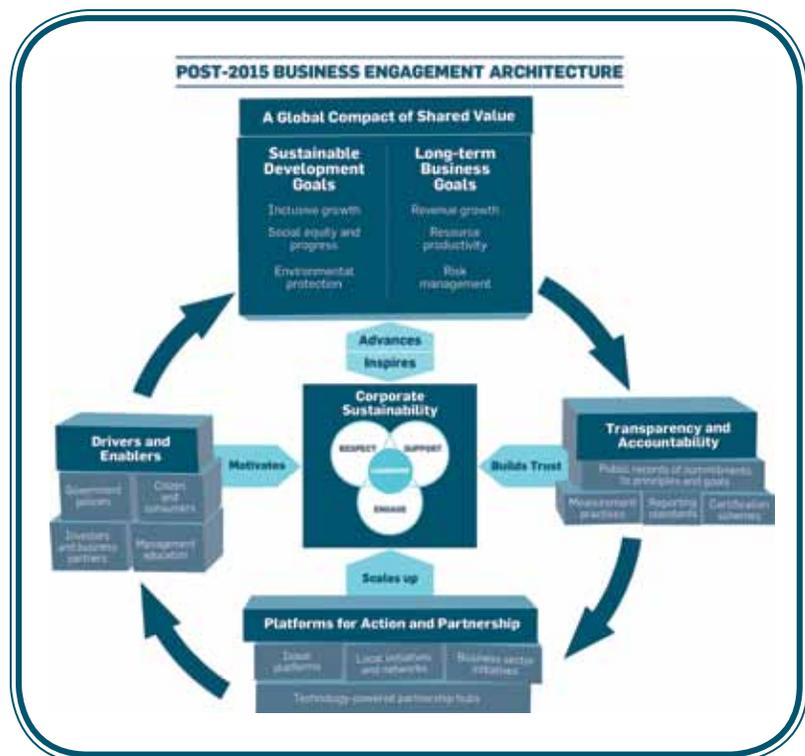


## SECTION III. LOOKING INTO THE FUTURE: COLLABORATION BETWEEN GLOBAL COMPACT LOCAL NETWORKS AND PRME CHAPTERS BUILDING ON THE *POST-2015 ARCHITECTURE*

Since the creation of the PRME Chapters, we have seen examples of collaboration among Global Compact Local Networks and PRME Chapters. Similarly to PRME Chapters, Global Compact Local Networks are clusters of participants who come together to advance the UN Global Compact and its principles within a particular geographic context. Currently, 87 Local Networks around the world perform the increasingly important role of rooting the Global Compact within different national, cultural, and language contexts, and also in helping to manage the organisational challenges of the Global Compact's rapid expansion. Both Local Networks and Chapters play an essential role in their respective initiatives and can increase their impact by working together in the local context in which they are embedded.

Some examples of collaboration among Global Compact Local Networks and PRME Chapters (or PRME signatories individually) include engaging in the context of the UN sustainable development agenda, particularly using the *Post-2015 Business Engagement Architecture*<sup>3</sup>, launched at the *United Nations Global Compact Leaders' Summit* in September 2013, in order to integrate a global-local strategic direction to advance the implementation of the proposed SDGs.

The Post-2015 Business Engagement Architecture illustrates the main building blocks necessary to enhance corporate sustainability as an effective contribution to sustainable development, creating value for both business and society. Each of these building blocks must be further strengthened and connected through a comprehensive and collective effort if they are to help take corporate sustainability to scale and turn business into a transformative force in the Post-2015 era. Individual companies, corporate sustainability organisations, governments, investors, business schools, civil society, labour, and consumers all have a role to play in scaling up business action and should be able to identify those areas in which they need to do more.



<sup>3</sup> Developed in alliance with the Global Reporting Initiative (GRI) and the World Business Council on Sustainable Development (WBCSD) (2013). To learn more about the Post-2015 Business Engagement Architecture, at [www.unglobalcompact.org/docs/about\\_the\\_gc/Architecture.pdf](http://www.unglobalcompact.org/docs/about_the_gc/Architecture.pdf)

## SECTION III. LOOKING INTO THE FUTURE: COLLABORATION BETWEEN GLOBAL COMPACT LOCAL NETWORKS AND PRME CHAPTERS BUILDING ON THE *POST-2015 ARCHITECTURE*

Given PRME's role of catalyser and enabler of the *Architecture*, it is key to further strengthen not only the alignment of PRME with the UN Global Compact at the global level, but also locally, by further connecting Global Compact Local Networks and PRME Chapters to increase their impact and contribution to the overall sustainable development agenda. In that sense, collaboration between the Global Compact Local Networks and PRME Chapters through the *Architecture* can be impactful. The *Architecture* can be a powerful tool to help build an integrated global-local strategic process to advance sustainable development.

### The *Architecture* and the “Bottom up” process

The *Architecture* provides a defined process that has been implemented in many regions in order to unleash the transformational potential of local actors as agents of change. This process, called the “Bottom Up Strategic Planning Process,” was developed to provide a methodology and give strategic direction to the global-local relationship between the Global Compact Office in New York and Local Networks. The approach calls on Local Networks to identify and capture opportunities for corporate sustainability value generation within their local context, ensuring that strategy is rooted in local realities. The process has a long-term outlook and is constantly reviewed and updated. By promoting a common global-local mindset, the approach presents Local Networks with the opportunity to choose from the full portfolio of Global Compact platforms and issue areas, through which the global agenda, priorities and best practices are brought to the local level. This common strategic planning process—which can be advanced consistently across Local Networks—allows for more relevant multi-stakeholder interaction, better exchange of best practices, scaling of impact, and resource optimization and alignment to support the needs of the Local Networks.

This exercise has already been implemented in many places around the world, in many cases with active engagement of the academic sector, including PRME Chapters or individual PRME signatories. This process highlights a new dimension that has the potential to increase the impact that PRME Chapters and Local Networks have individually, and constitutes an opportunity to transform locally and globally by optimizing resources, and by setting an integrated global-local framework for transformative action.

To learn more about the “Architecture and Bottom up approach” please visit [www.unglobalcompact.org/docs/issues\\_doc/development/BottomUp\\_Approach.pdf](http://www.unglobalcompact.org/docs/issues_doc/development/BottomUp_Approach.pdf) or contact Florencia Librizzi, Manager, Participants and Chapters; Legal and Policy Advisor, PRME Secretariat, [librizzi@unglobalcompact.org](mailto:librizzi@unglobalcompact.org).

## Some examples of existing collaboration among PRME Chapters or PRME signatories and Global Compact Local Networks

### Examples of collaboration in the context of *Architecture*

- **PRME Chapter LAC:** Within the PRME Chapter LAC, there are a few examples of collaboration with the Global Compact Local Networks, such as the following:
  -  **Argentina:** As part of the launch of the Post-2015 Development Agenda described above, the Global Compact Office has initiated a pilot strategic direction based on a process that could be called “bottom up” experience. The Global Compact Network Argentina was selected to participate in this process in order to formulate a strategic direction that leverages the global-local dynamics of the Global Compact, in order to release the full potential of business engagement in the Architecture. It is a long term approach and is constantly reviewed and updated by members of the Board of the Local Networks in dialogue with stakeholders. In Argentina, this process began at the National Assembly of the Local Network in November 2013 where, through a consultation, representatives of the participating institutions identified, priority issues and work methodologies and defined lines of action, objectives, and challenges for the period 2014 to 2017. The three stage implementation process started in early 2014 led by the Global Compact Network Argentina Focal Point, Flavio Fuertes, and Prof. Gabriel Boero, contact person for the PRME signatory institution, School of Economics and Business at the National University of San Martin (EEyN), a member of the Steering Committee of the Local Network Argentina. The first stage began with the participation of all members of the Board, other companies in the Local Network and beyond, some government agencies, and representatives of civil society. This event was facilitated by the representative of Global Compact Office, Javier Cortes, who gave a detailed explanation of the strategic alignment process suggested by the Global Compact, which collaborated on the general understanding of its logic. EEyN collaborated on the organisation and facilitation of the workshops and systematization of concepts and discussion moderation. In the second stage, a facilitated dialogue was organised by the EEyN, including participation by the System Resident Coordinator of the United Nations. In this event, the progress of the Millennium Development Goals (MDGs) was presented, and the alignment of objectives and priority issues of the Local Network with the proposed SDGs was discussed. A full catalogue of global platforms was presented to the Local Network Argentina in order to observe potential points of contact with local sustainable development priorities identified by the Network. Finally, in the third stage during November 2014, the Local Network Argentina was able to revise its proposed alignment with the agenda of the Global Compact at the Local Networks meeting held in Buenos Aires. On this occasion, the eight peer Local Networks (Mexico, Panama, Colombia, Chile, Paraguay, Uruguay, Nicaragua, and Ecuador) offered feedback to this proposal and action plan for the Local Network Argentina, which was finalized early in 2015. In this process, it was demonstrated that the academic sector can greatly contribute to businesses and especially to the Global Compact Local Networks. Consequently, the Architecture launched in Argentina allowing the Local Network Argentina to offer a unique sustainability agenda that aligns national and local development priorities with the vital support of academics.

## Some examples of existing collaboration among PRME Chapters or PRME signatories and Global Compact Local Networks

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**Colombia:** Since the official launch of the Global Compact Local Network in Colombia, Externado University—a PRME signatory—has been an active participant. However, adhesion and closeness to the principles of the Global Compact and PRME are not enough to establish cooperation between institutions. Collaborative work, besides common shared values, requires clear goals and identified long term efforts and fluid communication. Since 2010, the business school has been working closely with both the Local Network and the Regional Centre for Latin America and the Caribbean in order to join efforts, resources, and capacities to promote social responsibility in the country. These joint efforts have provided not only valuable lessons on how to share interests, establish joint plans and coordinate efforts, but also led to important achievements that might not have been able to be realised in isolation. Some of the most representative cooperative activities are:

  - With the Global Compact Network Colombia:** Work developed since 2010 in cooperation with the Global Compact Network Colombia, includes promoting the concept and practice of social responsibility in Colombia. In this line, the following initiatives can be highlighted: The First Steps in CSR Programme, Business and Human Rights Diploma Course, Annual Publication of Global Compact Congress Cases, and the Responsible Supply Chain Network. Additionally, the Architecture framework has been launched in Colombia, with an active exercise of strategic direction of the Local Network Colombia, which seeks to integrate different actors in the country in joint efforts to promote new practices and commitments, thereby building a more inclusive country and supporting the proposed SDGs.
  - With The Regional Centre for Latin America and the Caribbean in Support of UN Global Compact:** Externado University has been working together with the Regional Centre for Latin America and the Caribbean since 2011 to promote best practices of CSR in the region. In that framework, an Academic Committee seeks to ensure independence and transparency to the selection and promotion of activities by the Regional Centre and a series of publications highlighting cases that serve as a reference for other companies in the region in implementing the Global Compact principles.
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**PRME Chapter Iberian (Portugal and Spain):** Even though the PRME Chapter Iberian has emerged only recently, in July 2014, the connection with the Global Compact Local Networks in Portugal and Spain has been one of its main priorities. With matching interest, both Global Compact Local Networks in Portugal and Spain were present at the 2nd PRME Chapter Meeting Iberian in February 2015 at Universidad Pontifical Comillas, engaging and supporting the emerging PRME Chapter. The Global Compact Network Spain has been working with the Architecture in order to prioritize and align local objectives and priorities with the SDGs. In this context of dialogue between the PRME Chapter Iberian and the Global Compact Networks of the region, the Chapter has identified a key project to collaborate with companies and the Networks:



## Other examples of collaboration

- PRME Chapter MENA:** An example of joint collaboration between the Global Compact Network Egypt and the American University in Cairo School of Business, in its capacity as PRME Chapter MENA coordinator, is the Women on Boards Initiative. A consortium was developed in partnership with the Egyptian Corporate Responsibility Center, ECRC (a UNDP project), to initiate the Women on Boards pilot programme in 2014, together with the Women and Memory Forum, the Women in Business Committee Commerce in Egypt, and the OECD-MENA Women's Business Forum. Partners in the training component of the programme also included the IFC and the Ashridge School of Business. The programme seeks interventions at the individual, organisational, and system levels to improve the gender balance of corporate boards in Egypt and the MENA region by sensitizing male board members to gender issues, qualifying women from different corporate sectors and outside the corporate mainstream to be appointed to corporate boards, and advocating for policy and legislative changes that institutionalize gender diversity on corporate boards. If you would like to learn more about this programme, please see this video: [www.youtube.com/watch?v=7aQuW4HuY6k&feature=youtu.be](http://www.youtube.com/watch?v=7aQuW4HuY6k&feature=youtu.be)
-   **PRME Chapter Brazil:** Since the creation of PRME, ISAE—PRME signatory and current chair of the PRME Chapter Brazil—has established an integration of the principles with the Global Compact Network Brazil. The institution coordinated the Education Group of the Global Compact Brazilian Committee and held a series of lectures to disseminate PRME and the Global Compact. With the creation of the PRME Chapter Brazil, this synergy is growing. In partnership with the Education Group of the Global Compact Network Brazil Committee, the PRME Chapter Brazil helped collect articles by business school students related to the principles of the Global Compact and PRME to post on the Global Compact Network Brazil [website](#).
-   **PRME Chapter DACH:** The PRME Chapter DACH is currently developing formal channels of communication with the Global Compact Local Networks in Germany, Austria, and Switzerland in order to create platforms for future collaboration in the context of the proposed SDGs. Some of those Local Networks have already participated in many of PRME Chapter DACH events.
-   **PRME Chapter Nordic:** The PRME Chapter Nordic aims to leverage the strength of the existing Global Compact Network Nordic in order to build a communication forum where the members of the network can share information on their projects. It was agreed that an informal PRME Chapter Meeting Nordic will be arranged at the time of the upcoming meeting in December for the Global Compact Network Nordic and to discuss the possibility of hold join meetings for both groups in the future.

# THE 6 PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION

As institutions of higher education involved in the development of current and future managers we declare our willingness to progress in the implementation, within our institution, of the following Principles, starting with those that are more relevant to our capacities and mission. We will report on progress to all our stakeholders and exchange effective practices related to these principles with other academic institutions:

## PURPOSE



We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

## VALUES



We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact

## METHOD



We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

## RESEARCH



We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social environmental and economic value.

## PARTNERSHIPS



We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

## DIALOGUE



We will facilitate and support dialogue and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

## ORGANISATIONAL PRACTICES



We understand that our own organisational practices should serve as example of the values and attitudes we convey to our students.