



# BLUEPRINT FOR SDG INTEGRATION INTO CURRICULUM, RESEARCH AND PARTNERSHIPS

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## **PRME** Principles for Responsible Management Education

*an initiative of the United Nations Global Compact*

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## ABBREVIATIONS

**2030 Agenda** 2030 Agenda for Sustainable Development

**CSR** Corporate Social Responsibility

**ERS** Ethics, Responsibility and Sustainability

**GRI** Global Reporting Initiative

**HEI** Higher Education Institution

**NAPs** National Action Plans

**NGOs** Non-Governmental Organizations

**PRME** Principles for Responsible Management Education

**SIPs** Sharing Information Reports

**SDGs** Sustainable Development Goals

**TM PRME** Transformational Model

**VNRs** Voluntary National Reviews

# INTRODUCTION

Five years after the United Nations launched the [2030 Agenda for Sustainable Development](#) along with the Sustainable Development Goals (SDGs), also known as the Global Goals, it is time to evaluate how business and management schools around the world have responded to this ambitious agenda. This evaluation is an integral part of ongoing efforts to incorporate the Principles for Responsible Management Education ([PRME](#)) into educational activities.

In addition to the strong moral obligation of higher education institutions (HEIs) to contribute to the achievement of this ambitious agenda, there are other compelling reasons:

- First of all, evidence of institutional commitment to ethics, responsibility and sustainability (ERS) is now required by all major business school and programme accreditation bodies (e.g., The Association to Advance Collegiate Schools of Business [AACSB](#), The European Foundation for Management Development [EFMD](#), The Association of MBAs [AMBA](#), and The International Association for Management Development in Dynamic Societies [CEEMAN](#)). The engagement of educational institutions with the SDGs is an integral part of emphasizing this ERS commitment.
- Secondly, there appears to be a shift towards sustainability and social impact in the criteria used in the major rankings of HEIs.

For example, in 2019 The Times Higher Education magazine piloted its first [Social Impact Rankings](#), which assess HEIs against their contribution to the SDGs. The [Financial Times](#) (FT) also incorporated a corporate social responsibility (CSR) measure into its Business School ranking system.

- Thirdly, also last year, with the support of the United Nations Global Compact and input from major players in the movement to promote principles-driven business operations and responsible leadership and management, scholars at Cambridge University published a report, [Business School Rankings for the 21st Century](#). In it, the authors conclude:

*“As we embark upon an era in which the United Nations Sustainable Development Goals have taken on new prominence, it is worth sparking a discussion around business schools’ role in society and exploring whether business school rankings might be reimagined to encourage these institutions to educate managers equipped to address the challenges of this era.”*

Additional reasons include:

- a. Student demand: As students prepare to enter the world of work, their employers increasingly require a mindset attuned to sustainability and familiarity with the SDGs and how they can be integrated into core business models.

- b. Research funding: HEIs require international research funding as a core element of their financial sustainability and internationalization. The SDGs are increasingly being incorporated into international research calls, particularly (but not only) in European [Horizon 2020](#) calls.
- c. Internationalization: As an internationally understood framework, the SDGs offer a way for business schools to frame their core competencies in a way that allows them to engage globally and collaborate in teaching and research activities with other schools in the network.
- d. Stakeholder engagement: As more and more businesses and Non-Governmental Organizations (NGO) stakeholders of universities follow the 2030 Agenda, the SDGs become a framework which can be used to build partnerships and collaborate across sectors.

## PURPOSE OF THE BLUEPRINT FOR SDG INTEGRATION

Against this backdrop, the objective of this PRME Blueprint for SDG Integration is twofold. First, it aims to provide concepts and frameworks to support business schools – both PRME Signatories and non-signatories – as they integrate the SDGs into their curricula, research and partnerships. Secondly, it aims to provide a practical focus by offering examples of approaches already adopted by business schools. In doing so, PRME acknowledges that integrating and/or mainstreaming the SDGs into the business school context is a dynamic process with no “one size fits all” solution. Business schools need to create their own SDG pathways, based on their starting points, the prevailing context, their organizational capacity and their needs. The PRME Blueprint offers a roadmap for business schools that have already embarked on their

SDG journey, those beginning their journey and those considering the challenge.

The Blueprint for SDG Integration includes two parts:

- The first part bundles a number of **perspectives on the SDGs** and how they relate to business schools and their “core business,” whether research, education or partnerships.
- The second part lays out a number of **frameworks, guidelines, examples** and **suggestions** that can support Deans, senior management teams, academic programme leaders, research group leaders and administrators in their efforts to integrate the SDGs.

## What does the Blueprint for SDG Integration cover?

- **Section 1** starts with an overview of the purpose of the SDGs, their origins and what it will take to achieve them in terms of resources and engagement. It draws on existing research and sheds light on why and how the SDGs are important for business and business schools alike.
- **Section 2** looks more deeply at the main contributions that business schools can make to achieve the SDGs, through their integration into curricula, research and partnerships.
- **Section 3** presents a basic framework that can be used by faculty leading SDG integration within their institution. Four key aspects of the framework relate to:
  - the importance of securing both top-down and bottom-up commitment to the SDGs;
  - establishing key processes (such as SDG mapping) and timelines, and allocating responsibilities;
  - setting goals and allocating resources that enable their achievement; and
  - putting in place robust communication and coordination mechanisms.
- **Section 4** offers practical guidance, tools and examples to help business and management schools engage with the SDGs in a systematic way. This includes how to map existing curricula, research and partnerships against the SDGs, set priorities, and assess and report on SDG contributions.
- **Section 5** to promote knowledge exchange and peer learning, PRME invites Signatories around the world to contribute their own examples of best practices of SDG integration for inclusion in its planned open access “repository” of materials. These materials aim to support colleagues as they begin, or accelerate, mainstreaming the SDGs into their curricula, research and partnerships.

# 1. THE SDG CONTEXT

## 1.1 Making sense of the SDGs in the context of PRME

PRME is above all a learning community of business schools committed to weaving [six core principles](#) into business and management education. Launched in 2007 by former UN Secretary General Ban Ki-moon and supported by its founding partners as part of the world's largest corporate responsibility network, the [United Nations Global Compact](#), the stated mission of PRME was **“to transform business and management education, and develop the responsible leaders of tomorrow.”** In the last twelve years, more than 800 business schools have reported their progress towards this mission by submitting their Sharing Information on Progress ([SIP](#)) reports. PRME Signatory schools have also collectively produced several [inspirational guides](#), which include examples of innovative stories of institutional change.

In 2016, PRME released guidance on how its Signatories can systematically begin to transform business and management education on an institutional level. Learning from accumulated practices, PRME Champions compiled a “transformational model” to help implement PRME’s Six Principles. The model incorporates the complexities and specifics of integrating sustainability values into the fabric of business and management schools.

When published, PRME recommended that the [Transformational Model for the Implementation of PRME](#) (TM) should be considered a “living” document. The document may be used to guide Deans, academic programme leaders and researchers as they develop the capabilities of students, managers and leaders to evolve into generators of sustainable value for business and society, who are champions for an inclusive and sustainable global economy.

This SDG Blueprint emerges at a critical juncture. Five years have passed since the publication of the Transformational Model and the adoption of the [2030 Agenda](#) by Member States of the United Nations, which aims to ensure peace and prosperity for people and the planet. As 2020 marks the beginning of the United Nations [Decade of Action](#) to ensure the achievement of the Global Goals, the PRME SDG Blueprint offers business schools and universities a road map to review and intensify their efforts to contribute to the SDGs. By providing a practical, hands-on guide, PRME aims to support business schools’ efforts to ensure their academic activities align with this ambitious agenda and remain relevant for years to come.



The 2030 Agenda is the most significant international attempt to achieve a better future for everyone. It sets [17 ambitious Goals and 169 targets](#). In 2016, PRME responded to the issuance of the SDGs with a call to action to everyone working in the wider ecosystem of responsible management education.

PRME Signatories renew that call!

Join the movement!

*"Realizing the Sustainable Development Goals through responsible management education is the vision of PRME. This is at the core of everything we do, and we believe it is the most important work of our lifetime."*

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## 1.2 The SDGs and the 2030 Agenda

In September 2015, all 193 Member States of the United Nations adopted an inclusive plan for achieving a better future for all — laying out a path over the next 15 years to end extreme poverty, fight inequality and injustice, and protect the environment. At the heart of the 2030 Agenda are the SDGs.

The SDGs are designed to mobilize the creativity, know-how and resources of multiple stakeholders to take global action. Between 2000 and 2015, the [Millennium Development Goals](#) (MDGs) provided an important development framework and achieved success in many areas, including reducing poverty and improving health and education in developing countries. The SDGs succeeded the MDGs and expand the challenges the world must address to eliminate poverty. The Global Goals embrace a wide range of interconnected topics spanning the economic, social and environmental dimensions of sustainable development.

The SDGs were born out of what is arguably the most [inclusive consultation process](#) in the history of the United Nations and reflect substantive input from all sectors of society and all parts of the world. Through the [UN Global Compact alone](#), more than 1,500 companies provided input and guidance (p. 7). The Global Goals are universally applicable in developing and developed countries. Governments are expected to translate them into [national action plans](#), policies and initiatives, reflecting each nation's realities and capacities. While primarily targeting Governments, the SDGs displayed in Figure 1 below are designed to rally a wide range of organizations, in the public, private and third sectors. They aim to shape priorities and aspirations for sustainable development efforts around a common framework expressed in the form of 17 Goals and 169 targets.

FIGURE 1: THE 17 UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS

# SUSTAINABLE DEVELOPMENT GOALS



## 1.3 Major responsibilities and important actions

According to the [World Investment Report 2014](#) (p. xi) *Investment in the SDGs: An Action Plan*, produced by the United Nations Conference on Trade and Development, the SDGs were to carry very significant resource implications across the developed and developing world. Global investment needs were predicted to be about \$5 trillion to \$7 trillion annually. Estimates for investment needs in developing countries alone ranged from \$3.3 trillion to \$4.5 trillion per year, mainly for basic infrastructure (roads, rail and ports;

power stations; water and sanitation); food security (agriculture and rural development); climate change mitigation and adaptation; and health and education. The report stated that the SDGs would require ongoing increases in levels of public and private innovation and investment in all countries. At the then prevailing levels of investment in sectors that supported the SDGs, developing countries alone were said to face an annual financing gap of \$2.5 trillion.

This gap has been compounded by recent events. An April 2020 report by the [United Nations Inter-agency Task Force on Financing for Development](#) stated that Governments must take immediate steps to prevent a potentially devastating debt crisis and address the economic and financial havoc wrought by the COVID-19 pandemic.

The task force's [Financing for Sustainable Development Report](#) 2020 outlines measures to address the impact of the unfolding global recession and financial turmoil, especially in the world's poorest countries. Its recommendations are based on joint research and analysis from the UN System, the International Monetary Fund, World Bank Group and more than 60 UN agencies and international institutions.

Even before the outbreak of COVID-19, one in five countries – home to billions of people living in poverty – were likely to see per capita incomes stagnate or decline in 2020. Now, billions more are likely to be affected as Governments struggle to cope with the pandemic.

According to the Deputy Secretary-General of the United Nations Amina J. Mohammed, the global community was already falling behind in efforts to end poverty, take climate action and reduce inequalities. "COVID-19 is the first of its kind development emergency and all countries must rise to the challenge to save lives and safeguard livelihoods in our response and recovery. We have one chance to [Build Back Better](#) together for people and for the planet," she said.

While Governments, the public sector, companies and investors are crucial in providing the financial resources for new infrastructure, social services and various goods and services, the achievement of the SDGs also depends on a range of contributions that are less financial in nature.

This is where various societal actors, especially educational institutions, will play a key role. [Higher Education Institutions](#) (HEIs) drive technological and societal progress through research, discovery, knowledge creation and dissemination. They educate and equip young people with the knowledge, skills and mindsets required to develop regional and national innovation systems. HEIs educate and shape the changemakers and leaders of tomorrow and the "[world we want](#)". The capacity of HEIs is critical to help the global community understand the challenges, opportunities and relationships among different SDGs; create and implement solutions; formulate and assess policy options and transformation pathways; and track progress towards the Global Goals.

## 2. KEY IMPACT AREAS OF HIGHER EDUCATION INSTITUTIONS: RESEARCH, EDUCATION AND PARTNERSHIPS

### 2.1 Why are business schools important for the SDGs and vice versa?

The simple answer is the Global Goals represent the greatest social, economic and environmental challenges facing current and future leaders and managers in all sectors, particularly in business. More and more businesses, Non-Governmental Organizations (NGOs) and policymakers are using the SDGs as a framework to guide and shape strategies and business policy. By so doing, organizations and institutions of all types acknowledge that issues such as climate change (SDG 13

Climate Action), poverty (SDG 1 No Poverty), health and well-being (SDG 3 Good Health and Well-Being), gender equality (SDG 5 Gender Equality) — indeed all of the SDGs — are interlinked and material to their interests, risk management and future competitiveness. Against this backdrop, developing education and research about the SDGs and related organizational challenges and opportunities is imperative for business schools to enhance their purpose and relevance.

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### 2.2 The SDGs and the business school research agenda

#### 2.2.1. Key questions

Business schools have the potential to shine a critical lens on both practice and policy for implementing the SDGs, applying theory in new ways to the “wicked problems” underpinning the SDGs. Working collaboratively and across disciplines, business school researchers can incubate imaginative new models which produce progress towards reaching the SDGs. At the same time, research in business schools accumulating around one or more of the Global Goals can become a site of cross-fertilization internationally, drawing in a range of stakeholders to devise new ways of tackling sustainability issues.

Delivering on the targets laid out in the SDGs will require new knowledge, mindsets, skills, practices, and in some cases, profound transformations of businesses and organizations. Five years into the implementation period of the SDGs, business school academics have a role in ascertaining the progress made since they were adopted in September 2015. They can also pinpoint what factors will help or hinder upcoming progress towards the SDG targets in different countries and environments. This will require the generation and sharing of new knowledge and insights to help stakeholders understand, inter alia:

- How leaders in different countries are enacting their commitments to the SDGs through Voluntary National Reviews ([VNRs](#)) and weaving the SDGs into National Action Plans (NAPs);
- How leaders, managers and investors are making sense of the SDGs within their industry, sector and corporate environment;
- The private sector and business response to the SDGs and their (potential) contribution, including the impact of new business models and technological innovation; and
- Potential synergies and conflicts between the SDGs, the specific sub-targets and the respective stakeholder groups.

### 2.2.2 Key approaches

The SDGs give business school academics a rich array of themes to enhance the relevance of their research and generate considerable impact. These include:

#### Understanding the 17 Goals

Organizations, policymakers and business leaders need to understand the causes and development of the sustainable development challenges represented by the SDGs to identify the best policies, practices and solutions to address them. Research to enhance collective understanding of the changes and solutions needed to address these challenges is essential.

#### Making global goals local

Researchers around the globe have a key role to play in making sense of the 17 SDGs, in different regional, national and local contexts, to support Governments as they develop and

implement NAPs for the SDGs. This may include "localizing" the global challenges and making them relevant to local stakeholders; establishing local priorities for action; and developing a set of indicators that support alignment of national performance indicators with global SDG targets. The [Gap Frame](#), developed by the Globally Responsible Leadership Initiative ([GRLI](#)), is an example of a tool developed to support such work.

#### Driving innovation and developing new business models to achieve the SDGs

According to the [Business and Sustainable Development Commission](#), private-sector funded research can drive the development of technological and social innovations and solutions across all interconnected SDG challenges. This includes the development, testing, piloting and upscaling of new business models and disruptive technologies while managing [breakthrough innovation](#), as well as understanding the costs, benefits and barriers to their implementation.

#### Identifying and evaluating strategic options and choices to achieve SDG targets

World leaders have committed to develop and [National Action Plans](#) to ensure achievement of the 17 SDGs by 2030. However, achieving the ambitious SDG targets will be challenging due to: differing geopolitical, economic and cultural contexts; the interrelatedness of the Global Goals with the potential to create trade-offs; and the likelihood that choices will produce policy losers as well as winners.

**Table 1: Why and how do the SDGs matter to business and business schools?**

	Importance to Business	Importance to Business Schools
<b>How can the SDGs help?</b>	Strengthen the enabling environment for business.	Strengthen and enable current and future business practitioners, thereby adding value to modern business and society.
	Define future business opportunities.	Give current and future business leaders the tools to recognize and maximize opportunities for sustainable development.
	Enhance the business case for sustainable business practices.	Create a paradigm for teaching, learning and understanding sustainability as core to the business model.
	Allow for better stakeholder engagement.	Connect with a network of stakeholders reaching beyond the business sphere, into Signatories and supporting organizations.
	Business has a need for sustainability smart students.	Increasing demand from business and policy makers to educate and graduate sustainability literate students.
<b>Particular contribution to the SDGs</b>	Scope defined by company's strategic priorities.	Scope defined by organization's strategic vision, accreditation standards and external partnerships.
	Covers all dimensions of sustainable development.	Covers all dimensions of sustainable development as implemented on an interdisciplinary scale.
	Covers entire value chain.	Covers value chain and all business school stakeholders.
	Specific, time-bound and measurable.	Specific, time-bound and measurable.
	Based on key performance indicators (KPIs) for impact or outcomes.	Based on mission and strategic vision of the business school.
	Explicitly linked to financial value drivers.	Linked to value creation, financial drivers and future investment.
	Integrated into performance evaluation and incentives.	Integrated through all levels of the business school and through strategic engagement with students.

Source: [Management Education and the Sustainable Development Goals](#) (PRME Secretariat)

Business school research can support policymakers, business leaders and the public as they construct, assess and identify acceptable, realistic and feasible strategies to achieve the SDGs.

### **Supporting implementation and evaluation of the 2030 Agenda and SDG targets**

Business school research communities can play an important role in monitoring and evaluating the changes and contributions business makes to turn the 2030 Agenda into a reality, and find appropriate indicators and benchmarks for tracking results. Systems thinking is required to identify and manage interdependencies between the Global Goals, and find creative ways to "[Make Global Goals Local](#)" by incorporating the SDG agenda into national and regional policy and performance frameworks. The research

community has an important role to play in disseminating best practices.

### **Data collection, storage and analysis**

Monitoring progress to achieve the 169 SDG targets requires new approaches to collecting, storing and making sense of data relevant to the SDGs. Low-income countries present particular challenges, with many gaps in and access to data that need improvement. When announcing the SDGs, the United Nations called for a [data revolution for sustainable development](#), followed by several [other initiatives and working groups on data issues](#). The research community is crucial to providing expertise and facilities for the collection, management and analysis of data, which could offer critical support in the enormous task of monitoring progress on the SDGs

## **2.3 The SDGs and business school curricula**

Business schools increasingly influence global development by producing sustainability literate graduates and building the intellectual and changemaking capacity of students. The schools also roll out transnational education, knowledge transfer, research and exchange activities around the world. Business and management schools therefore need to ensure that education programs are designed to equip students with the knowledge, understanding, skills and motivation that will enable them to [contribute to the achievement](#) of the SDGs. In

a nutshell, there are two important issues for transforming business school education in the spirit of the SDGs:

### **2.3.1. Rethinking content: a cross-disciplinary and systems approach**

Given the complexity of the SDGs, there is a need to emphasize [systems thinking](#) by studying organizations in their wider societal context, as opposed to a narrow business and management context. The following actions can help achieve this goal:

- Integrate the SDGs and the Principles for Responsible Management Education (PRME) into all undergraduate and graduate courses, as well as graduate research education;
- Provide training and material on the SDGs and PRME to all associate deans of learning and teaching/educational programme and module leaders/teaching faculty;
- Provide executive education and capacity building courses on the SDGs to businesses, policymakers and other external stakeholders, transferring knowledge and skills needed to address them;
- Advocate curricula for the SDGs with business school accreditation bodies (e.g. AACSB, EFMD, AMBA);
- [Engage students](#) in the co-design and creation of learning environments and opportunities that support experiential learning related to the SDGs; and
- Structure academic programs and modules around real world collaborative projects that help students develop their systems thinking and changemaking capacities (see example in Figure 2 below).

**FIGURE 2: DEVELOPING SYSTEMS THINKING WITH THE UNITED NATIONS [LINKEDSDGS](#)**

#### MOST RELEVANT SDGS

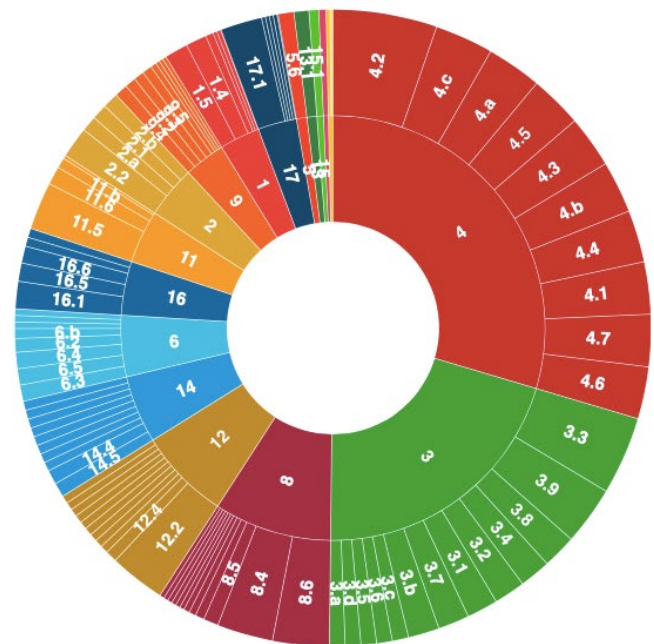
## SUSTAINABLE DEVELOPMENT GOALS

The United Nations **Sustainable Development Goals** (SDGs) are 17 global goals that all UN Member States have agreed to try to achieve by the year 2030.

The 17 SDGs are articulated into 169 **targets**, 230 **indicators**, and over 400 **data series** that help to measure the progress towards achieving the SDGs.

The full [SDG Taxonomy](#) is officially published and maintained as **linked open data**

Explore the SDG wheel to find goals, targets, indicators and data series that are most relevant to the processed document, based on the extracted concepts and geographical areas.





### 2.3.2. Rethinking pedagogy: innovative ways of teaching and learning

Within SDG 4 (Quality Education), one of the goals specifically aims to enhance access to quality education. The vision is to “*ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.*” While systems thinking requires

educating students about all SDGs and their interrelatedness, SDG 4 lays out the main aspects and processes that are critical for “sustainability education.” This means designing and delivering new curricula, innovative pedagogies and amending university recruitment policies to promote diversity, reflection, responsible behavior and agency.

**Table 2: SDG 4 and relevant targets for business management schools**

SDG 4 (Quality Education)	Target 4.3: By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.
	Target 4.4: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent work and entrepreneurship.
	Target 4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including people with disabilities, indigenous peoples and children in vulnerable situations.
	Target 4.7: By 2030, ensure all learners acquire knowledge and skills needed to promote sustainable development, including through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and nonviolence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.
	Target 4.7.1: Extent to which (i) global citizenship education and (ii) education for sustainable development (including gender equality and human rights) are mainstreamed at all levels into: (a) national education policies (b) curricula (c) teacher education and (d) student assessment.

Source: <https://www.un.org/sustainabledevelopment/education/>

Since implementation of the SDGs requires addressing a wide range of multifaceted and interconnected social, economic and environmental challenges, a suitably broad and inclusive curriculum seems appropriate.

Moreover, managers and leaders of the future need to be equipped to understand the complexities and the consequences of their actions and be able to handle uncertainty and conflicts of values.

## 2.4 The SDGs and business school partnerships

SDG 17 (Partnerships for the Goals) emphasizes strengthening and revitalizing global partnerships for sustainable development. HEIs hold an important position in society as neutral and trusted partners (a partnership with Government, business and civil society once referred to as a [Quintuple Helix](#)) that drive innovation in a knowledge economy. They have the capacity, responsibility and convening power to guide and shape local, national and international responses to the SDGs by enabling multi-stakeholder dialogues and partnerships. This means educating the general public, as well as managers and leaders in all sectors, about the SDGs, and championing their relevance and importance. The ways to do this include:

### 2.4.1. Enabling dialogue and increasing awareness of the SDGs by engaging the general public and encouraging local action

- Hosting SDG open days, public lectures, community events and fora to deepen understanding of the SDGs and their relevance to people and organizations in the local context;
- Facilitating planning workshops and debates to brainstorm innovative approaches and solutions and trigger local action campaigns; and
- Using the business school campus as a "[living lab](#)" to demonstrate viable sustainable operations and change management.

### 2.4.2. Facilitating multi-stakeholder and cross-sectoral dialogue to support SDG implementation

- Providing "safe" spaces in which stakeholders can come together to critically review NAPs for implementing the SDGs;
- Acting as broker for cross-sectoral collaboration and partnerships aiming to provide solutions to specific SDGs;
- Speaking with business and industry partners to understand what is being done in the sustainable development space and explore emerging opportunities; and
- Engaging researchers to contribute to public debate in the media on SDG topics.

### 2.4.3. Co-creating solutions with stakeholders

- Playing an active role in promoting "responsible business" and advocating sustainable business development
- Working with business associations and policymakers to identify barriers to sustainable business development, explore innovative solutions and assist in policy development and evaluation;
- Writing and disseminating "white papers," offer different perspectives and showcase good practice examples of [business contributions to the SDGs](#); and
- Developing blueprints, practical tools and resources to "unblock" barriers to SDG implementation.

#### **2.4.4. Demonstrating the importance of the business school sector in SDG implementation**

- Working across the business school sector, professional academic and accreditation bodies, and businesses to showcase ways in which business schools are contributing to the SDGs;
  - Undertaking steps to ensure the voices of business schools are heard in local dialogues about National Action Plans and implementation of the SDGs:
- Leveraging business school partnerships and networks to stimulate sector-wide action on the SDGs; and
  - Critically evaluating the ways in which SDG National Action Plans are being developed, communicated, implemented and evaluated.

**Table 3: Important UN business and academic engagement initiatives for the SDGs**

	United Nations Global Compact	United Nations-supported Principles for Responsible Management Education (PRME)
<b>Maximizing engagement</b>	<b>Mission:</b> "...to create a sustainable and global economy that delivers lasting benefits to people, communities and markets."	<b>Mission:</b> "...to inspire and champion responsible management education, research and thought leadership globally."
	<b>Ten Principles:</b> Universal Principles in the areas of human rights, labour, environment and anti-corruption.	<b>Six Principles:</b> Internationally accepted values creating an engagement structure that advances social responsibility in curriculum, research and partnerships.
	<b>Global Issues Initiatives:</b> Bringing business together on SDG topics such as anti-corruption, children's rights, climate, food and agriculture, gender equality, peace, rule of law, and water and sanitation.	<b>Working Groups:</b> Collaborating across institutions and disciplines to advance SDG topics of climate change, gender equality, poverty alleviation, sustainability mindsets, anti-corruption and business for peace.
	<b>United Nations Global Compact Local Networks:</b> Supporting participants in all countries to drive the sustainability agenda forward.	<b>PRME Regional Chapters:</b> Supporting HEIs to achieve the SDGs through responsible management education in all regions of the globe.
<b>Maximizing engagement</b>	<b>General Resources</b>	
	<b>UN-Business Action Hub:</b> An online platform to find partners and post commitments and goals to advance the SDGs.	
	<b>Guidance Materials:</b> More than 200 resources developed by the <a href="#">UN Global Compact</a> , <a href="#">PRME</a> and many partners, such as the United Nations Department of Social Affairs <a href="#">UN DESA</a> and the Sustainable Development Solutions Network ( <a href="#">SDSN</a> ). Resources include: <a href="#">Transformational Model for PRME Implementation</a> , <a href="#">Partner with Business Schools to Advance Sustainability: Ideas to Inspire Action</a> , the <a href="#">SDG Compass</a> , and <a href="#">the Global Opportunity Explorer</a> .	
	<b>Engage with the SDGs</b> through <a href="#">unprme.org</a> , the <a href="#">Sustainable Development Goals Knowledge Platform</a> , the <a href="#">PRIMEtime blog</a> , or <a href="#">SDSN's SDG Academy</a> . Tag #PRME, #SDGs and #GlobalGoals on social media to publicize your commitment. Share your <a href="#">Sharing Information on Progress Report</a> online using #PRME to publicly highlight your work and good practices with followers of the PRME network and in the wider responsible management education ecosystem.	

Source: [Management Education and the Sustainable Development Goals](#) (PRME Secretariat)

## 3. FOUR KEY ENABLERS TO SUPPORT MAINSTREAMING THE SDGS

Higher education institutions hold a great degree of decentralization, which makes change particularly challenging. For this reason, integrating some or all of the SDGs into the core activities of each institution requires explicit support from the leadership team, backed by adequate resources and incentives. However, when it comes to “making it happen” and setting concrete goals, actions and deliverables, the bottom-up motivation and engagement of the academic body is crucial. It is mainly faculty educators and researchers that take the lead on educational programmes, research projects and outreach activities.

Against this backdrop, a group of PRME schools produced the PRME [Transformational Model](#) (TM) to use as a basis for systematically integrating the Six Principles and the SDGs into a business school’s operations. Drawing on discussions about the TM in the PRME community, and accounting for other models and guidelines for SDG integration (e. g. the [SDG Compass](#)<sup>2</sup> and the [Sustainable Development Solutions Network \(SDSN\) guidelines](#)), a set of key enablers (outlined in this section) for becoming a SDG-engaged business school were identified.

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### 3.1 Simultaneous top-down *and* bottom-up commitment

Without commitment from both directions, the SDGs will remain peripheral to an institution and its mission, strategy, resource allocation and activities. In other words, in a scenario where the Dean/director and members of the senior management team do not have an *ongoing* and *deepening* commitment to PRME, the Global Goals may be condemned to a peripheral focus within the institution. They could be starved of the resources required to integrate them into academic programmes and research as well as disconnected from institutional strategies, policies and activities.

A deep commitment to PRME has a primary goal: to develop “*the capabilities of students to be future generators of sustainable value for business and society at large.*”<sup>3</sup>

An institution’s pledge to PRME and integration of the SDGs is more likely to be realized if its commitment is laid out in:

- a) The **vision** statement
- b) The **mission** statement
- c) The **institutional values**

<sup>2</sup>The SDG Compass was developed by the United Nations Global Compact, the Global Reporting Initiative and World Business Council for Sustainable Development

<sup>3</sup>Principle 1 of PRME

Yet tenure, autonomy in teaching and research and the legitimate empowerment of faculty members means commitment by an institution's managers is necessary but *insufficient*.

Buy-in by faculty and nonacademic staff is equally important, especially regarding the design and delivery of quality curricula and research projects. It is also frequently individual scholars who start and maintain collaborations with businesses, policymakers and other external stakeholders. In many cases, the PRME and SDG journey even starts from the bottom-up rather than the top-down. For example, with the research interest of an individual scholar, or the introduction of an individual module, course

or degree programme related to an aspect of responsible management education. While it is certainly necessary for senior management to signal commitment and create an enabling environment for SDG integration into academic departments and research units, this is not sufficient. Commitment to PRME and the SDGs depends on three factors: the alignment of organizational and **individual academic interests; the alignment of individual academic interests with one or more Global Goals;** and **academics' belief that integrating the SDGs into their work will make their own teaching and research even more relevant for their students and corporate clients.**

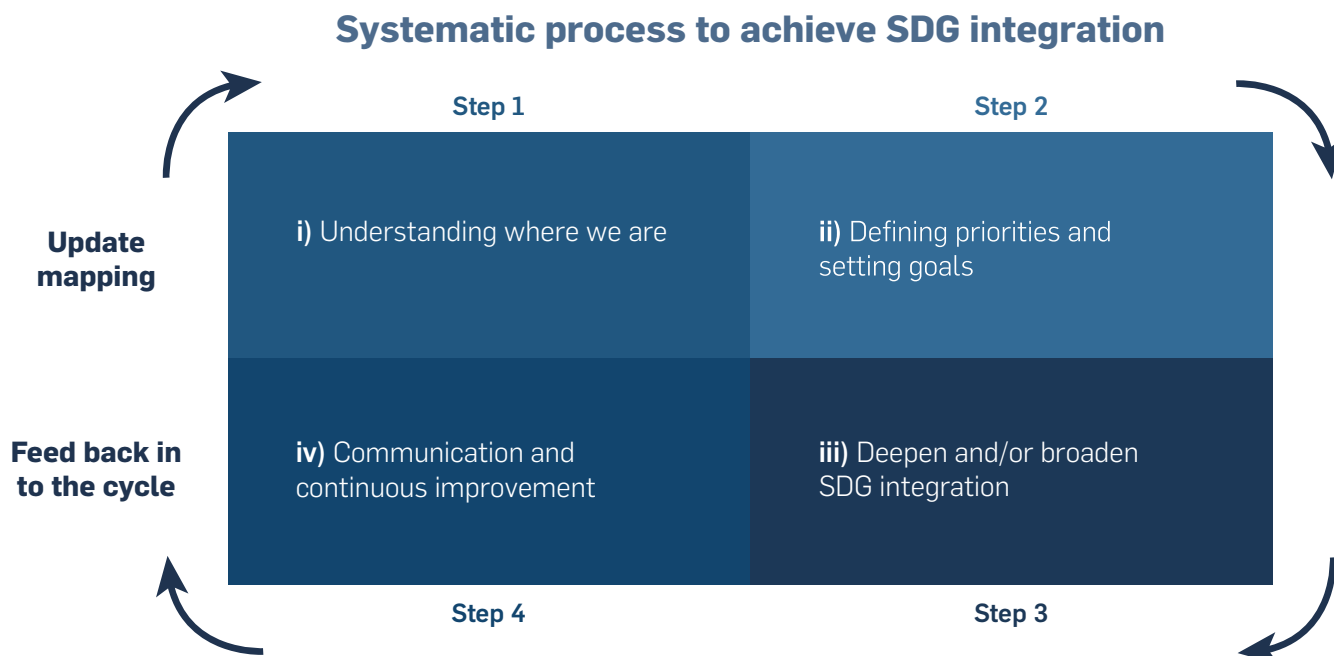
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### **3.2 Understanding the organization: identifying crucial processes and responsibilities**

Integrating the SDGs into a business school can be thought of as a "strategic journey" that evolves over time and through different stages. The SDGs are more likely to become part of an institution's overall strategy through a systematic approach to SDG integration that engages faculty and staff in many roles

for example the Dean; senior management; departmental heads; programme leaders; module leaders; accreditation administrators. A four-stage model, the PRME SDG Compass, in Figure 3 below is proposed to guide a systematic approach to SDG integration.

FIGURE 3: THE PRME SDG COMPASS

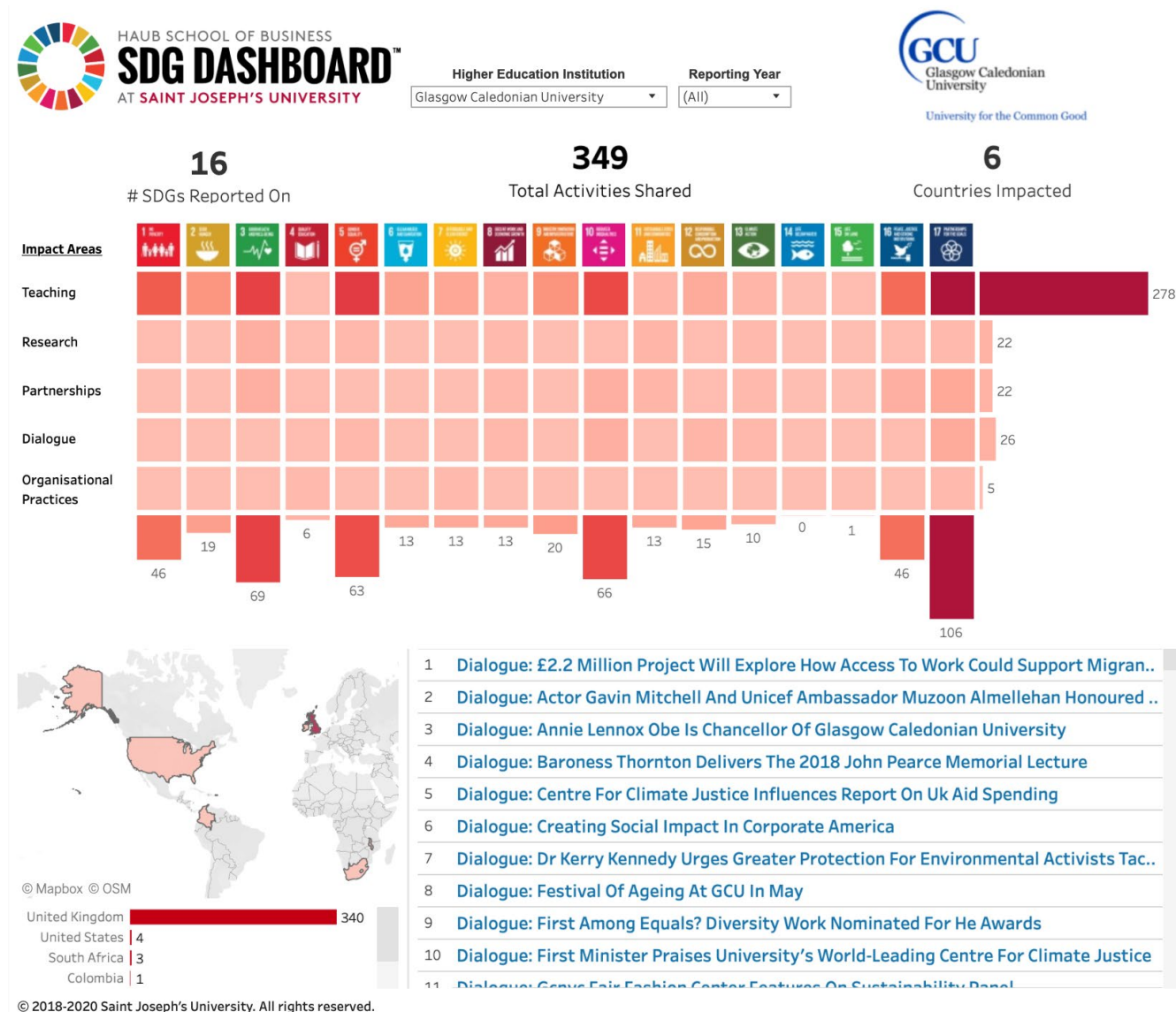


Source: Authors (2020)

While the focus here is on integration of the SDGs, the vision of the Six Principles of PRME must not be lost. The SDGs are a *complement* to advance implementation of the Principles for Responsible Management Education, not a substitute. The Six Principles provide a means to categorize where SDG integration is taking place within an institution

(e.g. teaching, research, partnerships). Successful completion of Steps one and two of the PRME SDG Compass will give institutions a strategic overview of the status quo and create the foundation for completing Steps 3 and 4. An illustration of how this can be done is provided in Figure 4 below.

FIGURE 4: ILLUSTRATION OF THE ERIVAN K. HAUB SCHOOL OF BUSINESS SDG DASHBOARD



It is important that the SDG Dashboard is considered with the widest possible constituency within the institution because, as illustrated in Figure 5 below, systematic and deep integration of the SDGs requires commitment from leaders, faculty and staff working at different levels.



**FIGURE 5: SDG INTEGRATION ON DIFFERENT LEVELS**

## SDG integration requires commitment on different levels



Source: Authors (2020)

### 3.3 Explicit goals and resource allocation

Evidence suggests that most business and management schools have focused to date on Steps 1 and 2 of the PRME SDG Compass. They are just beginning to grapple with the more strategic tasks of setting verifiable goals to broaden and deepen SDG Integration (Step 3) and assess and communicate impact (Step 4). The following questions create a checklist for carrying out all steps.

- a) *What is to be done*: this refers to goals set to broaden and deepen levels of SDG integration in curriculum, research and partnerships, over a given two-year Sharing Information on Progress (SIP) reporting period. This depends on the level of commitment and buy-in and available human and budgetary resources.
- b) *Who is to do it*: identifying and appointing SDG champions on different levels — able and willing to take responsibility for stakeholder buy-in and implementation — is very important.
- c) *When and how*: individuals, teams or committees charged with SDG integration should work with academic and research administrators to create and monitor implementation schedules.
- d) *What resources*: estimates for financial and non-financial resources should be clearly presented, and senior management should carry out a cost-benefit analysis and allocate resources appropriately.
- e) *What communication*: the launch, implementation and impact of new SDG activities should be communicated widely to encourage others to contribute to the school's SDG integration effort.
- f) *What impact*: measures need to be discussed and agreed to monitor progress and assess final impact. In the early stages of SDG integration, it makes sense to choose "quick-win" projects with tangible impacts.

### 3.4 Communication and coordination

Pressure from rankings of higher education institutions (e.g. [FT](#), [Positive Impact](#), [THE](#)) and accreditation bodies (e.g. [AACSB](#), [EFMD, AMBA](#)) are giving business schools incentives to measure the impact of their teaching and research and then track that impact over time. PRME Signatory schools monitor progress on their SDG initiatives and report progress in their biannual Sharing Information on Progress (SIP) reports. The purpose of a [SIP](#) (or public sustainability) report is to share knowledge and examples of good practice with peers in the wider responsible management education ecosystem. Some schools use or adapt the [Global Reporting Initiative](#) (GRI) indicators to report on their progress from an organizational standpoint. Yet the GRI indicators are not tailored for academic institutions and do not provide guidance on

curriculum or research topics. For this reason, many higher education institutions are using the social impact metrics included in [Times Higher Education](#) (THE) World University Rankings. These metrics are designed to assess the contributions of HEIs to the SDGs. Most business schools are still learning which indicators work best for them.

While PRME and SDG reporting is carried out every two years, continuous data collection offers the basis for more effective and efficient reporting. PRME therefore recommends that business and management schools create appropriate systems and procedures to collect and store SDG activities and impact. Accreditation officers, PRME “Leads,” and in some cases, policy and planning officers, retain responsibility for this important activity.

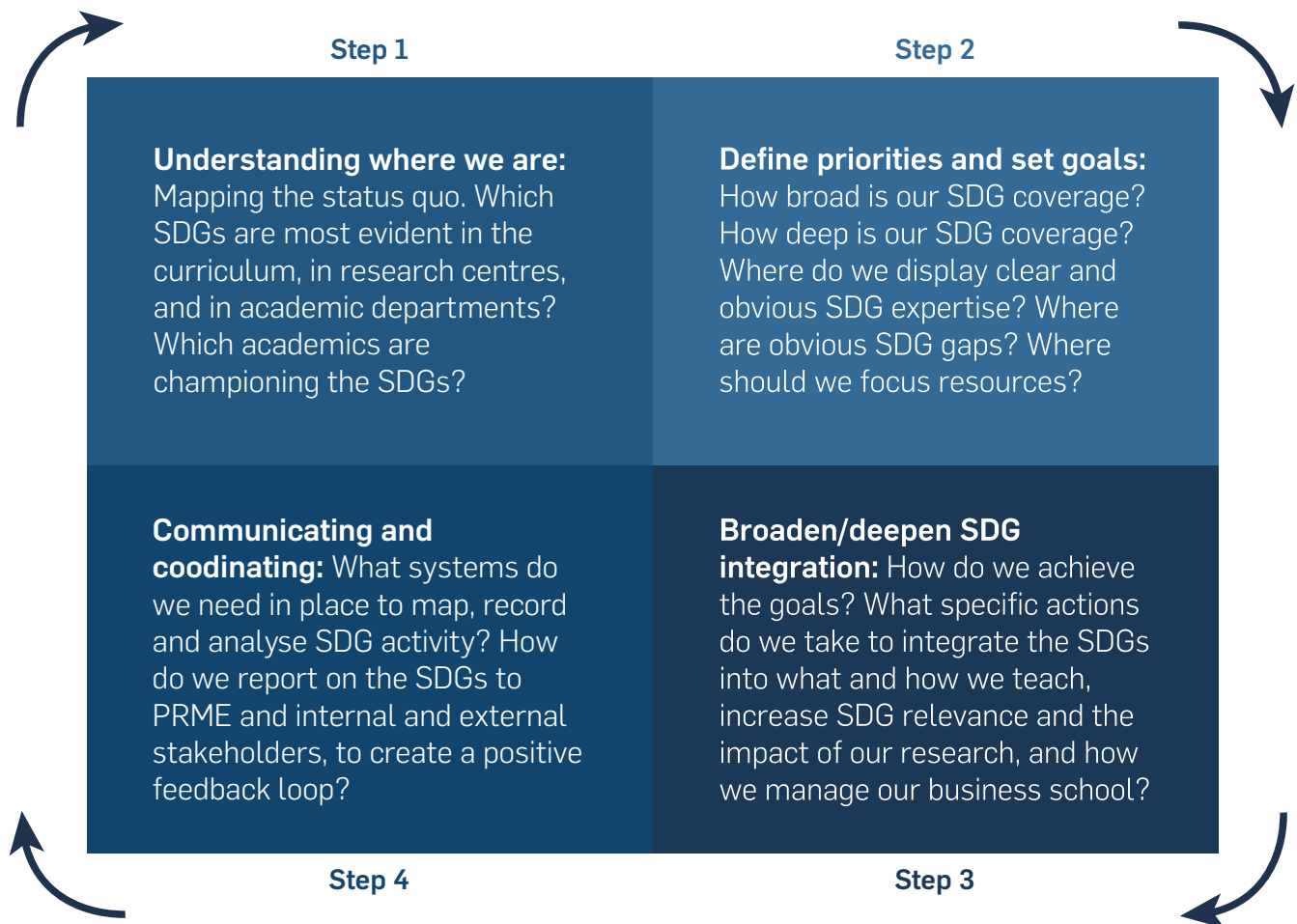
## 4. PRACTICALITIES, STEPS, FRAMEWORKS AND ACTORS

### 4.1 The PRME SDG Compass: a systematic approach to SDG integration

After the four key enablers to support mainstreaming the SDGs into a business school's activities are in place, senior managers and faculty can turn their attention to "making it happen." The Four Steps of the PRME SDG Compass in Figure 6 provide additional guidance to those leading and managing SDG integration.

The PRME SDG Compass is inspired by the SDG Compass, developed by the United Nations Global Compact, the Global Reporting Initiative and World Business Council for Sustainable Development.

**FIGURE 6: FOUR STEPS OF THE PRME SDG COMPASS**



Source: Authors (2020)

## 4.2 Mapping the status quo: understanding the current situation

Understanding the current situation requires some sort of “mapping” to assess where an Institution currently stands, which is in itself a formidable task. Mapping is a multistage process. The first step is determining the scope of mapping. Two possible approaches to set out the **scope** of any mapping are illustrated in the Mapping Approach Matrices in Figures 7 and 8 below and on p. 29.. Decisions must be made in relation to a) the academic activity to be mapped (e.g. curriculum, research, partnerships) and b) the

organizational unit of analysis (whole business school, academic department, individual academics).

The two Mapping Approach Matrices suggest that the exercise can be done by selecting several segments (partial mapping) or in a holistic way (mapping all nine segments). The approach taken will very much depend on the level of Institutional commitment to the SDGs and level of resources (people and time) allocated to the task.

**FIGURE 7: MAPPING MATRIX ONE: MAPPING AT DIFFERENT ORGANIZATIONAL LEVELS**

### Unit of Analysis for Mapping SDG Activity

	Individual	Department	Business School
Academic Activity			
Curriculum	1	4	7
Research	2	5	8
Partnerships	3	6	9

**Description of Dimensions**

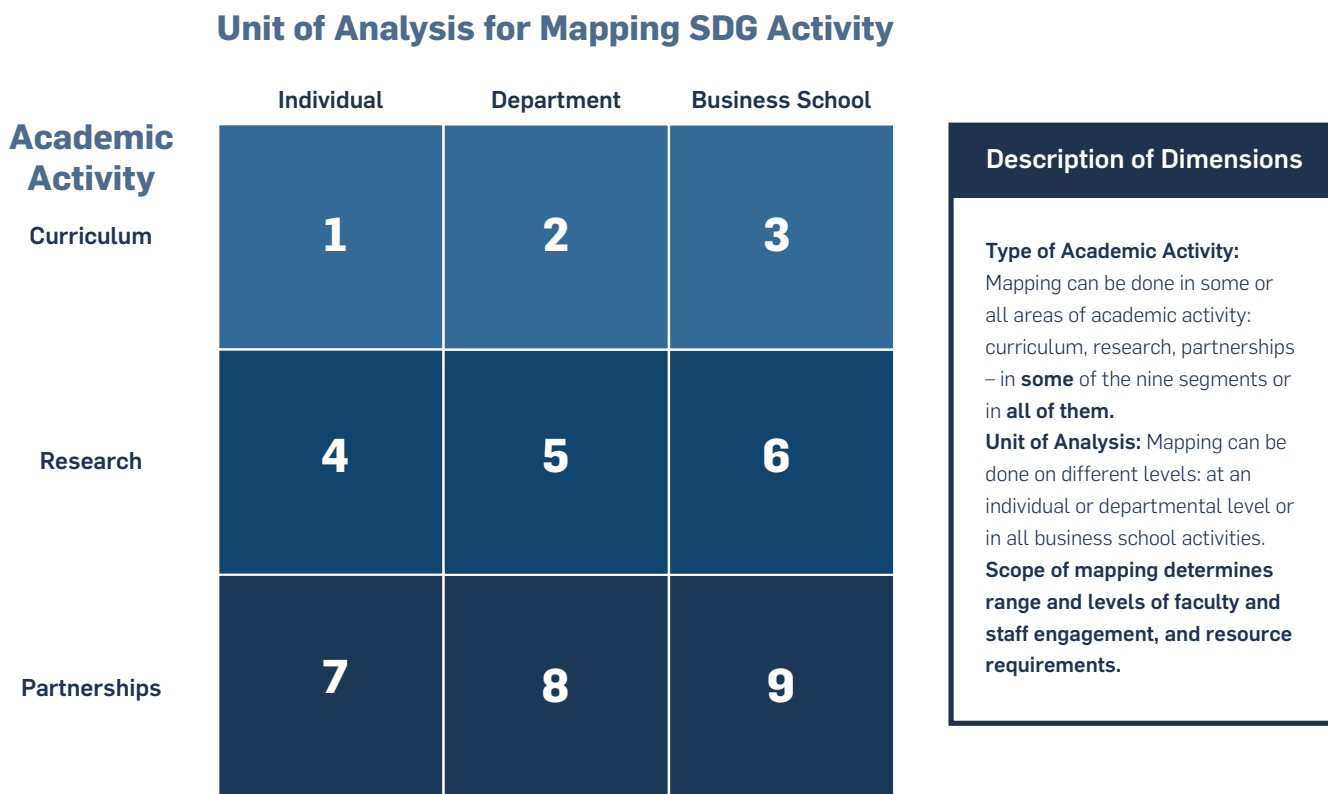
**Unit of Analysis:** SDG mapping can be done on different levels: at an individual or departmental level or across all academic business school activities.

**Type of Academic Activity:** Mapping can be done in some or all areas of academic activity: curriculum, research, partnerships – in **some** of the nine boxes or **all**.

**Scope of mapping determines range and levels of faculty and staff engagement and resource requirements.**

Source: Authors (2020)

**FIGURE 8: MAPPING MATRIX TWO: MAPPING BY AREA OF ACADEMIC ACTIVITY**



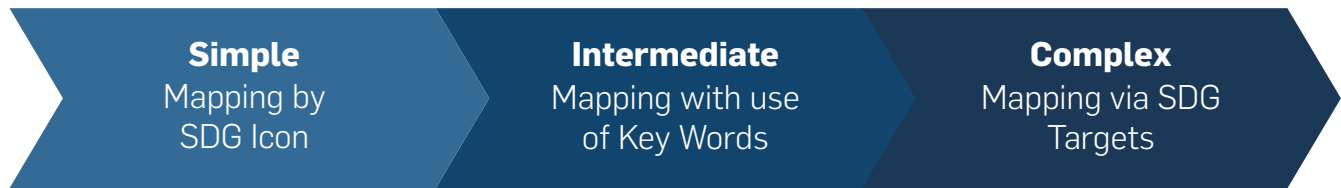
Source: Authors (2020)

#### 4.2.1. Identifying where and how the SDGs figure in curriculum, research and partnerships

Once the scope of mapping has been decided (partial or holistic), business schools then need to choose an appropriate mapping methodology and allocate responsibility and resources for the task. Research carried out by PRME Champions suggest that business schools are experimenting with different methodologies to help them to identify where and how SDG integration is taking place in the curriculum, research and partnerships.

#### 4.2.2. Mapping methodologies

Methodologies used to identify and label academic activities that address one or more SDGs in some way range from simple to complex, as illustrated in Figure 9 below. While it makes sense for business and management schools to start off with the simple approach, it is expected that HEIs will adopt more advanced mapping methodologies as they learn and make more significant commitments to SDG integration.

**FIGURE 9: MAPPING METHODOLOGIES**

Source: Authors (2020)

- The simplest and most widely used mapping methodology is the “Mapping by SDG Icon.” Using this approach, the person or team doing the mapping is using subjective judgment to *associate* broad topics covered in a syllabus, a degree programme, a research centre or paper, or in a partnership, with the overarching theme of a given SDG. For example SDG 1 (No Poverty) or SDG 5 (Gender Equality). The approach does not pay attention to SDG targets, nor does it use a systematic method, such as potentially offered by the “SDG Key Words Search” approach. While potentially useful and a practical starting point, it is highly subjective, and therefore, not robust.
- A more advanced mapping methodology involves the use of “SDG Key Words Search.” Research suggests there is no universally agreed set of key words, with business and management schools often using their own judgment to compile a list of words that they feel relate to each of the 17 SDGs. Once a set of key words has been compiled, the person doing the mapping will devise some method of content analysis on teaching, research and partnership documentation. This will identify activities that in some way relate to the SDGs.
- The most complex, and arguably most advanced, rigorous and “true” mapping

methodology, is one that maps educational activities against specific SDG targets. There are 169 targets. This mapping methodology, while the most resource intensive, offers the most robust way of assessing levels of SDG integration. It allows business schools to be very specific about the way in which their activities relate and/or contribute to achievement of specific SDG targets. This methodology contrasts starkly with the simple “Mapping by SDG Icon” methodology, which adopts a broad-brush approach and does not relate to any of the targets.

#### 4.2.2.1 Mapping with use of SDG Key Words Search

While there is no universally agreed set of SDG key words, for the purpose of this SDG Blueprint, the authors present two sources of SDG key words that have a methodological underpinning for their compilation. They are publicly available and business schools opting to use the SDG Key Words Search mapping methodology may find them useful as a starting point.

- a) [RELX](#) (formerly Elsevier) SDG Resource Centre uses a set of key words for the SDGs sourced from Mendeley, a free reference manager and academic social network.

The key words for each SDG can be found on the Relx website (see example [here](#)). It appears THE Social Impact Ranking draws on this set of key words.

- b) The University of Worcester in the United Kingdom is developing an automated mapping tool, the [Big Benchmarking Tool \(BBT\)](#). It aims to measure, in percentage terms, the degree to which the SDGs feature in modules and degree programmes of a given Institution, as well as the percentage of research related to the SDGs. BBT uses a different set of [Key Words](#) than RELX for each SDG, and has the advantage of providing an explanation of the [methodology](#) used in key word selection.

Once a set of key words has been selected for each SDG, programme administrators devise a method of content analysis to search for one or more of these words in documents. These could include individual module and programme descriptors, research centre titles or descriptions of partnership activity. This process can be carried out manually or electronically, using a key word search function. PRME emphasizes that no universally accepted set of SDG key words exists at the moment; but searches with an accompanying methodology to justify their selection, like RELX or BBT, are likely to be more robust, and provide a solid starting point.

However, a **warning!** The presence of one or more SDG key words identified in a mapping process does not indicate the *depth of coverage or engagement* with a particular SDG

in any given academic activity, and can lead to accusations of “SDG-washing”. For this reason, additional analysis is needed.

For example, if a SDG 1 (No Poverty) key word search proves positive after content analysis of a module outline or course descriptor, the next step is to assess how much of the delivered content is focused specifically on the topic of poverty. Additional analysis of the module could be carried out to ascertain whether the module assessment is directly related to this single SDG. Initial research suggests that SDG integration in the curriculum is deeper when the assessment is explicitly connected to one or more SDGs.

#### 4.2.2.2 Visualization

Ways in which mapping results are recorded and presented after using the SDG Key Words Search process are numerous. Business schools are encouraged to carry out this SDG mapping against PRME's Six Principles. An illustration of how this might look, using the [Haub SDG Dashboard](#), can be found above in Figure 4 on p. 24 and the links provided below can be used to see how the following PRME Champion Schools — The Russian Presidential Academy of National Economy and Public Administration's Institute of Business Studies ([Ranepa-IBS](#)); [ISAE](#) Brazilian Business School; [Hanken](#) School of Economics in Finland; and The [University of Applied Sciences of the Grisons](#) in Switzerland — have used this method of visualization and analysis. Presenting the mapping results with graphics offers a clear way to communicate a school's contribution to the SDGs to internal and external stakeholders.

## 4.3 Mainstreaming approaches for curriculum, research and partnerships: frameworks for moving forward

As previously stated, the SDG mapping process helps business schools carry out Steps 1 and 2 of the PRME SDG Compass. The steps are:

1. **Understanding the school's status:** Mapping the status quo. Which SDGs are most evident in the curriculum, in research centres and in academic departments? Which academics are championing the SDGs?
2. **Defining priorities and setting objectives:** How broad is the SDG coverage? How deep is the SDG coverage? Where is clear and obvious SDG expertise displayed? Where are the obvious SDG gaps? Where should resources be focused?

Results from the mapping process, if organized into a SDG Dashboard, can then be used as a foundation to complete strategic Steps 3 and 4 of the PRME SDG Compass. The steps are:

3. **Set goals for broadening and deepening SDG integration:** Set goals for SDG integration in the curriculum, research activity and partnerships. Set goals at a school-wide level, cascading down to academic departments, programmes and research centres.
4. **Communicate, coordinate and improve continuously:** Design systems and procedures to map, record and analyze SDG activities, progress and impact. How

are SDGs reported to PRME and internal and external stakeholders so as to create a positive feedback loop to drive continuous improvement?

### 4.3.1. Business school strategic options for SDG integration

Findings from the mapping exercise provide the starting point for following Steps 3 and 4 of the PRME SDG Compass. Exploratory research suggests four main ways in which business schools are currently integrating the SDGs into academic activities, determined by two variables. On the one hand, SDG integration can have a **narrow focus** on a single, or small number of SDGs; or a **broad focus**, looking at the SDGs as an inter-connected and integrated set of Global Goals. On the other hand, one or more SDGs can be integrated into **existing structures** (e.g. existing degree programmes, research projects and partnerships), but they can also serve as a foundation for completely new teaching activity, new streams of research or newly formed partnerships (i.e. **new structures**).

The Options Matrix in Figure 10 below can be used to understand:

- a) the institution's current approach to SDG integration (whether planned or emerging).
- b) to inform a strategic forward-looking approach to broaden and/or deepen SDG integration.



FIGURE 10: OPTIONS MATRIX FOR SDG INTEGRATION ACROSS THE BUSINESS SCHOOL

		Delivery Mechanism	
		Existing Structures	New Structures
Focus	Narrow (discipline-specific)	<p><b>Option 1.</b> Integrate SDGs into existing academic modules and programmes, research activities and partnerships.</p>	<p><b>Option 2.</b> Create new academic programmes, research activities and partnerships that focus totally on one or two SDGs (e.g. a new academic programme or research project that focuses on gender equality (SDG 5)).</p>
	Broad (cross-disciplinary)	<p><b>Option 3.</b> Integrate SDGs into common core requirements for all academic activities in the business school (e.g. Dean or senior management team recommend integration of the SDGs into all existing academic activities).</p>	<p><b>Option 4.</b> Create new cross-disciplinary academic programmes, research groupings or centres, and new partnerships with a focus on the SDGs (e.g. Dean or senior management team identify opportunity to develop new forms of academic activity that are SDG-centric).</p>

Source: Authors, adopted from Rusinko, 2010

Each of the four options has its advantages and disadvantages, and these are outlined in Table 4. The key factors influencing the choice include: levels of top-down and bottom-up commitment, the availability of resources and desired (target) levels of impact.

**Table 4: Major advantages, disadvantages and uses for matrix options to integrate the SDGs and sustainability in business and management education**

SDG Integration Options	Major Advantages	Major Disadvantages	When to Use
<b>1. Narrow SDG focus delivered through existing structure(s)</b>	<p>Easy to implement; Little need for administrative support</p> <p>Minimal resource demands</p>	Limited, non-uniform integration of SDGs into academic activities	<p>With motivated faculty and limited resources</p> <p>As an introductory/trial approach to integration of SDGs into academic activities</p>
<b>2. Narrow SDG focus delivered through new structure(s)</b>	<p>The topic of sustainability and the SDGs has an independent identity within discipline(s)</p> <p>Promotes a more standardized approach to SDG integration within discipline(s)</p>	<p>Greater resource demands than 1</p> <p>Greater need for administrative support than 1</p> <p>Taking this option may isolate the SDGs and provide a barrier to cross-school SDG integration</p>	<p>With greater resource commitment available</p> <p>To distinguish the discipline with respect to the SDGs and sustainability</p>
<b>3. Broad SDG focus delivered through existing structure(s)</b>	<p>The SDGs and sustainability are cross-disciplinary within existing courses/modules</p> <p>Large numbers of students are exposed to the SDGs and sustainability</p>	Demands significant cross-disciplinary resources and administrative support	When sustainability and the SDGs are a priority across disciplines
<b>4. Broad SDG focus delivered through new structure(s)</b>	<p>Sustainability and the SDGs have an independent identity across disciplines</p> <p>Larger numbers of students/researchers are exposed to sustainability issues and the SDGs</p>	Greatest demands on resources	When sustainability and the SDGs across the business school is a strategic goal

Source: Authors, adopted from Rusinko, 2010

### 4.3.2 Strategic options for SDG integration into business school curricula

Integration of the SDGs into business school curricula is a strategic imperative that is guided by SDG [Target 4.7](#). Its objective:

*“By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.”*

The contribution that business schools make to this target will depend on whether they adopt a holistic or partial approach to integrating the SDGs into educational programmes, as discussed on p. 20. Their contributions will be determined by the

choices made by those responsible for academic programme and curricula design.

Some of the critical choices to be made are:

- Will the SDGs be concentrated in specific courses or dispersed throughout a degree programme?
- Will SDG integration be built using a disciplinary or interdisciplinary orientation?
- Will the SDGs be covered in core modules, elective modules or both?
- Will the SDGs be integrated into existing courses, new courses or both?

As summarized in Table 5 below, each approach has its advantages and challenges and will be determined by levels of top-down commitment, faculty interest and their commitment to the SDGs, the availability of resources and desired (target) levels of impact. A school’s approach to integration of the SDGs into educational activities will inevitably involve a combination of choices that will evolve over time.

**Table 5: Considerations informing integration of SDGs into the curriculum**

	1a. Concentrated in Specific Courses (Modules/Units)	1b. Dispersed in Courses throughout the Degree Programme
<b>1. Spread of SDG integration across the degree programme</b>	<ul style="list-style-type: none"> <li>• Scaffolded development and assessment of SDG education can be assured in courses where entire syllabi focus on sustainability</li> <li>• SDGs have an independent identity within the degree programme</li> <li>• Can be effectively implemented with support from a small number of faculty who are champions for SDGs</li> <li>• Some students may perceive these courses as “add-ons” or “good to have” and may not appreciate how SDGs relate to most core business operations</li> <li>• Creating new courses has resource implications requiring a top-down commitment</li> </ul>	<ul style="list-style-type: none"> <li>• SDG education is contextualised and integrated across a number of courses within the degree programme</li> <li>• When all course leaders in the degree programme are committed to SDGs, students can relate SDGs to most core business operations</li> <li>• In reality, many course leaders regard SDGs as being peripheral to their courses</li> <li>• Effective implementation requires commitment from all course leaders in a programme and a programmatic approach to assessing SDGs education; which can be resource intensive</li> </ul>

2. Disciplinary orientation of SDGs focused courses/modules/units	2a. Single Discipline Focus within a Course	2b. Interdisciplinary Focus within a Course
	<ul style="list-style-type: none"> <li>SDG integration can be constructively aligned with the core disciplinary knowledge, skills and pedagogies, signaling to students that SDGs are an integral aspect of the discipline</li> <li>It is easier to get traction from the disciplines when professional accreditation bodies and disciplinary threshold standards emphasize sustainability capabilities, e.g. International Accounting Standards</li> </ul>	<ul style="list-style-type: none"> <li>Solving sustainability problems often necessitates an interdisciplinary approach, which can engage students from multiple disciplines to collaborate on authentic SDG- focused activities</li> <li>Students develop holistic interdisciplinary understanding of sustainability problems and solutions</li> <li>Requires significant resources and collaboration across disciplines</li> </ul>
3. Integrating SDG education in core or elective courses	3a. Core (Mandatory/Obligatory) Courses	3b. Elective Courses
	<ul style="list-style-type: none"> <li>Assures development and assessment of SDG education for all students</li> <li>Many programme leaders are reluctant or experience barriers in focusing the entire syllabi of one or two core courses on SDGs</li> <li>Core courses often have large enrolments and designing experiential learning activities with sufficient feedback opportunities can be resource intensive</li> </ul>	<ul style="list-style-type: none"> <li>Easy to design deep learning and assessment activities as only students interested in the sustainability agenda are likely to take these courses</li> <li>Most programme leaders are open to including sustainability focused elective courses as this does not require replacing existing core units</li> <li>Student numbers can be capped in the elective courses focusing on SDGs to allow sufficient feedback opportunities</li> </ul>
4. Integrating SDGs into new or existing degree programmes	4a. Existing Degree Programmes	4b. New Degree Programmes
	<ul style="list-style-type: none"> <li>SDGs become integral to existing degree programmes or specializations and all students have an opportunity to engage with the SDGs through learning and assessment activities</li> <li>SDGs education can become patchy unless significant resources are allocated to coordinate scaffolding at appropriate levels</li> </ul>	<ul style="list-style-type: none"> <li>It is easier to assure scaffolded development and assessment of SDG education when designing new degree programmes or specializations for students interested in the sustainability agenda</li> <li>SDGs education reaches only a small number of students</li> <li>Designing new degree programmes requires significant resources</li> </ul>

Source: Suri (2020), informed by Seto-Pamies & Papaoikonomou (2016)

### 4.3.2.1 Examples of SDG integration into the business school curriculum

#### 1a. Example of Global Goals education concentrated in dedicated courses

At [Gordon S. Lang School of Business and Economics](#) at the University of Guelph in Canada, all undergraduate students engage in courses dedicated to the SDGs during their first and third years of study. First-year commerce students participate in an immersive and applied case competition, the "[Great Ethical Dilemma](#)". Working in teams, students analyze topical business dilemmas and present their analysis and recommendations to senior industry leaders in a boardroom setting. Undergraduate business students learn how to incorporate the Global Goals into their daily lives and future careers during a 12-week course, Corporate Social Responsibility (CSR). In their third year, all students engage in learning that uses the SDGs and the [AIM2Flourish](#) methodology and write inspirational business cases related to the SDGs. In the graduate programmes, master of business administration (MBA) students in the [Sustainable Commerce](#) stream explore how they can integrate the SDGs into organizational strategy.

#### 1b. Example of Global Goals education dispersed throughout the degree programme

[Deakin Business School](#) at Deakin University in Australia already had CSR-focused core courses in most programmes. Yet in the 2016-2017

academic year, they began a project to make sustainability integration an "opt out," rather than an "opt in" option across their core courses. The [project leader](#) developed a conceptual framework to map sustainability integration at three levels of student engagement: "knowing, doing and being." A [structured survey](#) was designed with practical examples of learning and assessment activities for meaningful sustainability integration. Leaders of 159 core courses participated in this survey and carried out additional conversations about strengthening contextualized integration of the SDGs into their individual courses.

#### 2a. Example of a Global Goals education course/module/unit situated within a single discipline

At the [Glasgow School for Business and Society](#), part of the Glasgow Caledonian University in Scotland, postgraduate students studying for the [MSc International Economic and Social Justice](#) are equipped with a pluralistic view of economics. They take a suite of modules designed to address real world, SDG-related issues around economics and social justice. The concept of social justice is based on the advancement of human rights and equality. The programme is designed to use [economic analysis](#) to evaluate and improve existing policies meant to promote social justice.

By the end of the masters in science programme, students have developed a deep understanding of the public policymaking process and enhanced their quantitative and qualitative skills in analyzing policy from a [socioeconomic justice perspective](#).

### **2b. Example of cross-disciplinary focus within a Global Goals education course/module/unit**

The capstone courses at both undergraduate and postgraduate levels at the [Hanken School of Economics](#) in Finland focus on sustainability and involve faculty in all departments. [The World in the Making: Tackling World Challenges](#) course has been developed and delivered collaboratively [with the University of Lugano in Switzerland and the Stockholm School of Economics in Sweden](#). Students work in interdisciplinary, culturally diverse, virtual cross-university groups on a real life “wicked problem,” in cooperation with an organization and present their results at a final summit conference.

### **3a. Example of a Global Goals-focused core (mandatory/obligatory) course**

At the [University of Dubai in the United Arab Emirates](#), all undergraduate students engage with the SDGs in a core course, [Business and Society](#), to learn about the key challenges faced by developing countries. In an assessment task, students select and analyze a [real-life case study](#) from a business-government-societal perspective and share their analysis through a class presentation.

### **3b. Example of a Global Goals-focused elective course**

[Kemmy Business School](#) at the University of Limerick in Ireland offers Corporate Social Responsibility (CSR) & Sustainability Winter School as an elective course of its MBA programme. This course adopts an interactive and problem-based pedagogical approach in which the facilitator coaches students to serve as CSR/sustainability consultants to a local organization. Students produce a brief report, presented to the organization, that suggests ways to improve their CSR activities and reporting. As a result of the course, several students have implemented sustainability initiatives with their own employers and several participating small and medium enterprises (SMEs) have used the suggestions made in the students' reports.

### **4a. Example of integrating Global Goals into existing degree programmes**

[The Peter J. Tobin College of Business](#) at St. John's University in the United States has organically evolved into a school that emphasizes the SDGs in many of their academic disciplines. The PRME steering committee at Tobin College of Business includes faculty representatives from each academic department. The Dean, along with the college's Center for Global Business Stewardship Fellows and its workshops, promotes the integration of the Global Goals into curricula leading to the development of several sustainability courses and tracks in undergraduate and graduate ([MBA](#)) programmes.

For example, its Global Loan Opportunities for Budding Entrepreneurs (GLOBE) social entrepreneurship course focuses on several SDGs, especially SDG 1 (No Poverty). The centre also has designed a Sustainability Track in the accounting department and a minor in sustainability in the management department. Progress is monitored using the following metrics: the number of courses that integrate the SDGs (directly or indirectly); the number of faculty trained in sustainability or certified in sustainability; and the number of courses where sustainability related learning objectives and assessment tasks are explicitly included in the syllabi.

#### **4b. Example of designing new Global Goals-focused programmes**

In addition to strengthening the integration of sustainability issues within its existing programmes, the [Gordon Institute of Business Science](#), at the University of Pretoria in South Africa, has also designed new sustainability focused programmes, including:

- [Enterprise Development Academy](#)
- [Enterprise Development programmes](#)

#### **Supporting actions to encourage SDG-centric learning and changemaking capacity**

- Use the SDGs as a framework for building academic programmes and learning outcomes; shape student leadership programmes; innovation and entrepreneurship challenges; and create “learning journeys;”

- Develop methodologies to deliver interactive stakeholder workshops to engage faculty, staff and students with the SDGs, as illustrated in the handbook of the PRME [Latin America and the Caribbean](#) Chapter;
- Adopt open source pedagogical tools, such as the [Sustainability Literacy Test](#), [Aim2Flourish](#) and [WikiRate](#), to expand introduction of the SDGs to students and executives;
- Encourage [university student associations](#) and business societies to engage with the SDGs and collaborate with each other on SDG-related events and activities;
- Promote and recognize student volunteer activities in local organizations which are aware of the SDGs and provide resources to help students participate in national and global leadership initiatives geared for young people, such as [Oikos](#), [Net Impact](#) and [Enactus](#);
- Provide incentives to students to engage with the SDGs through events, campaigns, projects and awards;
- Form strong links with [local organizations](#) and leaders committed to the SDGs, and enrich the student experience by bringing leaders into the classroom and co-creating assignments;
- Expand SDG provisions that support lifelong learning, in the form of [executive education](#), [online learning](#) and vocational training;
- Develop Massive Open Online Courses (MOOCs) on sustainable development and ways to address SDG challenges; and
- Provide SDG-related scholarships for students from developing countries.

### 4.3.3. Strategic options for SDG integration into business school research activity

Figure 11 below shows various options business schools can use to integrate the SDGs into their research strategies so as to encourage the creation and dissemination of more SDG knowledge. The matrix on the one hand suggests that research activity can have a narrow focus (a single or a few SDGs) or a broad focus, which would examine the SDGs as an interconnected and integrated set of goals. On the other hand, SDG research may be carried out by an individual researcher, with a strong disciplinary focus, or by a group

of colleagues working collaboratively in a research group or centre. The options are not mutually exclusive.

Key factors influencing a school's selection include: levels of top-down and bottom-up awareness and commitment; availability of resources; institutionalization of SDGs in key research documents and processes; creation and dissemination of SDG knowledge; and desired target levels of impact. Please refer to the SDG Blueprint's website online research repository for additional details. A processual framework to support implementation of SDG integration in research is available.

**FIGURE 11: OPTIONS MATRIX FOR SDG INTEGRATION IN BUSINESS SCHOOL RESEARCH**

		<b>Delivery Mechanism</b>	
		<b>Individual Research</b>	<b>Collaborative Research</b>
<b>SDG Focus</b>	<b>Narrow (one to two specific SDGs)</b>	<p><b>1.</b> Sole researcher connects current policy and/or practitioner research to a specific SDG. For example, a researcher's work on Gender Equality connects to SDG 5</p>	<p><b>2.</b> Business school establishes a research group or centre that focuses on 1 or 2 specific SDGs, (e.g. a poverty research centre focuses on SDG 1)</p>
	<b>Broad (wide array of SDGs)</b>	<p><b>3.</b> Sole researcher looks at all SDGs as a global policy initiative, how individual Governments are responding to them, (e.g. analysis of SDG Voluntary National Review progress reporting and evaluation)</p>	<p><b>4.</b> Business school makes the SDGs a central and <u>integral</u> part of the Institutional research strategy, with associated incentives for interdisciplinary, collaborative research both within and outside the Institution</p>

Source: Authors, adopted from Rusinko, 2010



#### 4.3.3.1. Examples of SDG integration into business school research

##### Option 1. Individual Research: Narrow

**SDG Focus** - Sole researcher connects and/or aligns current policy and/or practitioner research to a specific SDG.

Example 1.1: Academics at [Stockholm School of Economics](#) are collaborating with the UN Sustainable Development Solutions Network and an UN interagency working group to look at the SDGs, particularly the interdependencies between them. They have published [several papers](#) related to the [SDGs as a framework](#).

Example 1.2: Researchers at the [IPM Business School](#) in Belarus have undertaken research that links to:

SDG 4 (Quality Education): "[Teaching at school](#)": how and why? Perception of secondary education in Belarus by teachers and recent graduates: results of sociological studies;

SDG 1 (No Poverty), SDG 5 (Gender Equality), SDG 8 (Decent Work and Economic Growth): [Poverty and socially vulnerable groups in Belarus](#); and

SDG 10 (Reduced Inequalities), SDG 16 (Peace, Justice and Strong Institutions) SDG 17 (Partnerships for the Goals): [Study on the values of Belarusian society](#).

Note: Option 1 appears to be the starting point for SDG integration in ALL business schools. Faculty work on specific SDGs aligned with their individual research and drive the process

(bottom-up). Yet they may not have the benefit of top-down commitment. The SDGs may or may not be integrated within key strategy and policy documents. The research may not sit inside a formal research group or centre.

##### Option 2. Collaborative Research: Narrow

**SDG Focus** - Business school aligns and/or establishes a research group, research centre or research project that focuses on specific SDGs.

Example 2.1: The [COFFERS H2020 Project](#) of The University of Limerick's [Kemmy Business School](#) tackles issues of inequality addressed in SDG 10 (Reduced Inequalities) through research on taxation. This is a three-year project funded by the European Union with partners in seven European countries.

Example 2.2: [Gordon S. Lang School of Business and Economics](#) at the University of Guelph has established sustainability-related research themes in each of its departments:

- a. [Sustainable Consumption](#): Food lab: consumer decision-making in sustainable consumption; effectiveness of nutritional labeling; food and food waste;
- b. [University of Guelph Sustainable Restaurant Project](#): food waste, allergies, sustainable practices in restaurants; and
- c. Tourism and Community: sustainable tourism, tourist choices, real estate and housing, First Nation communities.

Note: Option 2 is a relatively advanced scenario for SDG integration in business schools that includes both bottom-up and top-down commitment. The SDGs are integrated within key strategy and policy documents, which drive this focus.

Example 2.3: In 2015, The [University of Applied Sciences of the Grisons](#), (formerly FH Graubunden, Switzerland) was invited by the PRME Secretariat in New York to establish Europe's first PRME [Business Integrity Action Center](#) (BIAC). After approval by the university's executive board, BIAC was launched at The University of Applied Sciences HTW Chur in Switzerland on 1 January 2016. With the creation of BIAC, the university has now consolidated its interdisciplinary activities relating to integrity, a fundamental aspect of SDG 16 (Peace, Justice and Strong Institutions). BIAC provides the Grisons institution with the opportunity to keep increasing its national and international visibility while appealing to potential partners in business, politics, the media and other stakeholder groups.

**Option 3. Individual Research: Broad(er) SDG Focus** - Sole researcher looks at all SDGs as a global policy initiative, individual Government responses (e.g. SDG Voluntary National Reviews and National Action Plans) and the progress being made.

Example 3.1: [Hanken School of Economics](#) faculty are researching the intersections between life and work and well-being at work and inequalities inside organizations SDG 8

(Decent Work and Economic Growth) and SDG 10 (Reduced Inequalities). Results have been used as direct input for the Committee for the Future, a standing committee in Finland's Parliament, for its work on finding solutions and developing [policy for the transformation of work](#).

Example 3.2: [Nottingham Business School](#), part of Nottingham Trent University in the United Kingdom, has focused on recruiting distinguished researchers who act as catalysts within these research arenas. There are [Professors/Chairs in NBS](#) who are integrating CSR and sustainable development in the school's research and publication [agenda](#). In addition to the chairs, there are many lecturers/senior lecturers/associate professors who are working on CSR and sustainable development-related research projects that are concerned with the SDGs.

Note: Option 3 involves both top-down and bottom-up commitment, where faculty work on specific SDGs based on their individual research interests (bottom-up) and also benefit from top-down commitment. However, the SDGs may or may not be in the process of being integrated in key strategy and policy documents. Some links with explicit Global Goals exist, and resources are allocated. This approach to SDG integration focuses on communication and coordination.

**Option 4. Collaborative Research: Broad(er) SDG Focus** - SDGs are made an integral part of the institution's research strategy, with associated incentives for interdisciplinary, collaborative research.

Example 4.1: As the University for the Common Good, [Glasgow Caledonian University's](#) commitment to the SDGs is reflected in its vision, goals and values. The University [Research Strategy](#) provides a framework to integrate the SDGs into research and includes:

- a. [Three societal challenges](#): "Inclusive Societies," "Healthy Lives" and 'Sustainable Environments."
- b. Six associated themes: social innovation and public policy; social justice; equalities and communities; public health; long-term conditions; built environments and efficient systems. The themes reflect strengths within the university's three academic schools and societal challenges. They are intended to encourage more research across the challenges and the university as well as six main [research centres](#) that are linked to specific SDGs.

Example 4.2: Sustainability is one of the key values of [Deakin University Business School](#). As such, sustainability is the key element in the [school's mission](#) and vision and is integrated in key policies and research strategies. As part of their commitment to advance interdisciplinary, collaborative research on the SDGs, directors of the [Centre for Sustainable and Responsible Organizations \(CSaRO\)](#) have co-edited a [special issue of Social Business](#). The issue focuses on the opportunities and challenges of integrating the SDGs across the curriculum and research activity.

Note: Option 4 is an aspirational step to achieve integration of SDGs into research throughout a business school. It requires full top-down and bottom-up commitment, the identification of crucial processes and responsibilities (mapping, identifying gaps) and is driven by explicit goals and allocation of resources. Communication and coordination are key.

### **Supporting actions to be undertaken to stimulate (more) SDG integration in research**

- Help researchers to understand how their research focus relates and connects to different SDGs;
- Map the school's research centres and activities to the SDGs and identify key staff and projects;
- Incentivize and prioritize research relating to the SDGs and recruit SDG-literate academic staff;
- Develop academic promotional criteria that rewards research focusing on the SDGs;
- Publicize research with a SDG focus and highlight flagship projects that contribute to the SDGs;
- Regularly report on how the school's research and research projects contribute to the SDGs;
- Encourage international research collaborations (e.g. through [PRME Working Groups](#));
- Encourage inter- and transdisciplinary research collaborations and policy advice;
- Use the SDGs to establish collaborative multi-stakeholder SDG research partnerships with industry, Government, communities, private sector and NGOs; and.

- Play an influencing role by developing policies for sustainable development, including initiating projects to identify problems and challenges.

### 4.3.4 Strategic options for SDG integration into business school partnership activities

SDG 17 (Partnerships for the Goals) clearly highlights the importance of organizational

partnerships to achieve the Global Goals. In the context of HEIs, SDG-related partnerships are found to be multifaceted. They are used to support, build and enhance existing educational activities in the core areas of curriculum, research and community (business and society) engagement, or to forge new ones. This is depicted in Figure 12 below and can be considered the “**what**” of SDG-related partnerships.

FIGURE 12: TYPOLOGY OF SDG PARTNERSHIPS

		Nature of Partnership		
		Teaching	Research	Community Engagement
SDG Focus	Narrow (one to two specific SDGs)	1. Teaching-based partnership with a narrow SDG focus	3. Research-based partnership with a narrow SDG focus	5. Community-oriented partnership with a narrow SDG focus
	Broad (SDGs as a concept - wide array of SDGs)	2. Teaching-based partnership with a broad SDG focus	4. Research-based partnership with a broad SDG focus	6. Community-oriented partnership with a broad SDG focus

Source: Authors (2020)

While the “**what**” of SDG-related partnerships appears to be pretty straightforward, the “**how**” of establishing and developing sustainable partnerships is much more challenging. In an effort to guide decision-making for contemporary SDG-related partnerships

between HEIs and other sectors, Figure 13 below presents a model which can be used to situate current partnership activities and consider how they might achieve what we call a “partnership sweet spot” (PSS). The model suggests that HEI partnerships are primarily

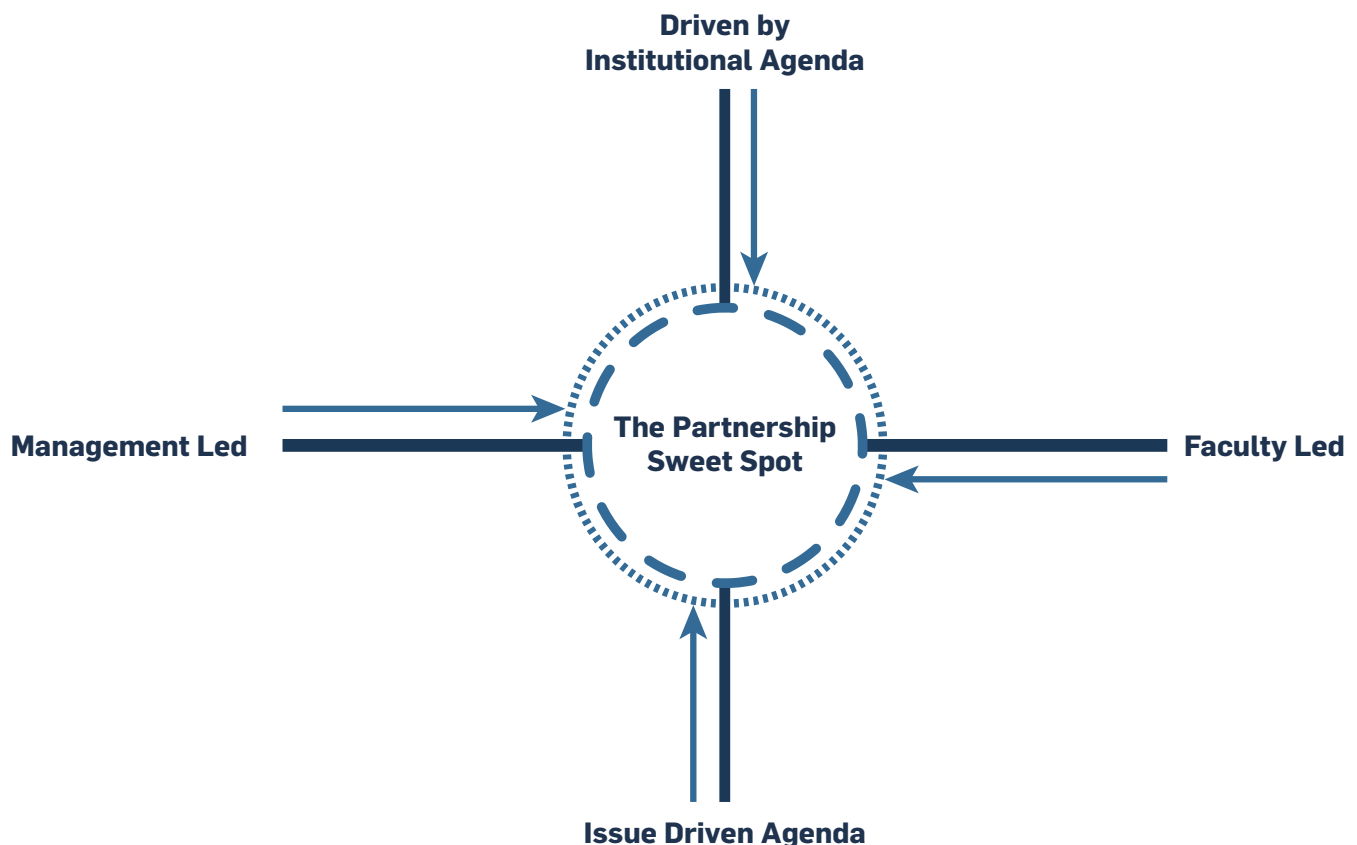
led by management or faculty and further shaped either by the institutional agenda, or in response to broader societal goals (the Global Goals).

It is suggested that impactful and sustainable partnerships for the SDGs, rather than being isolated activities, are driven by multiple logics, in which institutions seek to work towards a more central position, exemplified in the PSS. This PSS is where faculty are engaged and are driving partnerships that align with their teaching and research interests, and are supported, enabled and equipped by management to do so. Further, while the

individual school agenda must be served, this should be done in a manner that meaningfully addresses the challenges of the wider society. The institution provides a framework to measure or reflect on the impact of its partnership activities.

The model presented should be regarded as dynamic in nature, representing an overarching “direction of travel” to build sustainable, SDG-responsive partnerships between academia and the public and private sectors. Selected examples from PRME Signatory schools are used to explain the model.

**FIGURE 13: A DYNAMIC MODEL ILLUSTRATING THE STRATEGIC OPTIONS FOR INTEGRATING SDGS INTO HEI PARTNERSHIPS**



Source: Ryan and Hauser (2020)

#### 4.3.4.1 Examples of SDG integration into business school partnership activities

##### Example of a faculty-led partnership initiative

[Nottingham Business School](#) collaborated with other HEIs, including the [University of Winchester](#) in the United Kingdom and [OIKOS](#), for the “Pass It On” initiative. The partnership shows how popular music can be used as a way to discuss climate change and climate action and illustrate the voice of young people on climate. In this collaborative effort, a workshop was conducted with international students and university staff. Each person was asked to write a paragraph about what climate change means to them, what the environment means to them and what the future looks like to them.

Glenn Fosbraey, senior lecturer in creative writing at The University of Winchester, shaped the responses into lyrics, wrote accompanying music, and then brought his work to the university’s recording studios. The song was produced by Niall Thomas, sung by Winchester graduate Hannah Jacobs and the music performed by staff members. The song was then used in higher education in two ways. Firstly, as a template to engage students from different countries, subject areas and universities in a proactive discussion about climate change. Secondly, as a conversation starter to help elicit new ideas or projects. It is especially suited to discuss actions related to SDG 7 (Affordable and Clean Energy) and SDG 13 (Climate Action). As it tries to “shake up”

students into keeping our world as beautiful as it is, it can be used to prompt behavioural changes with regards to any of the SDGs. Listen to the song *Pass It On* [here](#).

##### Example of a management-led partnership initiative

An example of the leadership that management can show is to listen to their faculty and stakeholders in devising their sustainability or partnership strategies. For example, through partnerships, Brazilian business school [ISAE](#) used their stakeholders’ perception of the SDGs as a guideline for their sustainability strategy, which in turn helped them define future partnerships and collaborations. To do so, ISAE invited internal stakeholders, as well as external stakeholders such as suppliers, to a focus group. The group discussed the university’s positive and negative impacts, the ways in which they could improve their institution and concrete goals for the future. Additionally, ISAE used an online questionnaire to reach out to thousands of students and alumni as well as professors and employees at their various campuses. The questions focused first of all, on the stakeholders’ perception of the SDGs, and then on the importance of each individual SDG to ISAE, while providing freedom for feedback and suggestions. The results were analyzed and put into the materiality matrix that the school uses as a guideline for its sustainability strategy.

### Example of an institutional agenda-driven partnership initiative

[Hanken School of Economics](#) in Finland collaborated with three other HEIs to create open access online learning materials on all 17 SDGs. This collaboration addressed the teaching aspects of the university's core business. The learning material can be found [here](#). All videos highlight local examples of contributions to the Global Goals. They have been created under a creative commons license so they can be shared freely, subject to appropriate acknowledgement, and expanded for non-commercial purposes. This project forms the groundwork for a Massive Open Online Course (MOOC) on the SDGs. The course was launched in 2020 on Future Learn, an e-learning platform with more than 8 million active users. For more information, click [here](#).

### Example of a SDG agenda-driven partnership initiative

This example illustrates a university partnership that aligns SDG-related needs with the societal needs of the partners.

For instance, [Universidad Externado de Colombia](#) participates in several societal oriented initiatives. The university created a programme, "Barrio Egipto," which aims to reduce unemployment among youth and the number of young people who do not study or receive job training. In this partnership, faculty members help develop competencies in neighbouring communities to help young people tap into employment opportunities, and then invite community members to participate. A faculty-run programme, "[Mujeres Rompiendo Barreras](#)," aims to help women make effective decisions that positively impact their economic lives. And to help small industries and other companies access financial services, the faculty at the Universidad Externado de Colombia also collaborates with second-tier financial institutions, such as [Bancoldex](#) and [Finagro](#). Faculty members design educational materials and carry out academic programmes that boost the financial inclusion of small businesses and farmers.

## 5. NEXT STEPS

This blueprint for mainstreaming the SDGs into the fabric of business and management schools is designed to offer new perspectives and practical steps. It should be considered a “living” document created for — and by — the PRME community. A document that will be updated through periodic reviews. It is hoped that the blueprint will spark fresh energy among business schools around the world to contribute to achievement of the Sustainable Development Goals during the United Nations Decade of Action.

PRME is, above all, a learning community of business schools committed to weaving [six core principles](#) into business and management education. In a spirit of knowledge exchange, peer learning and sharing of good practices, PRME intends to complement this Blueprint with an accessible repository of good practice examples and case studies showing how the SDGs have been integrated into business schools across the world. These repositories are intended to inspire everyone actively working to broaden or deepen SDG integration into academic activities, or those just embarking on this journey. For further information and access to the repository, please visit the PRME SDG Blueprint website **[the Blueprint Website will be hyperlinked here in due course]**.



# APPENDIX 1

List of PRME Champion Institutions 3rd Cycle 2018-2019	
Name of Institution	Country
Asian Institute of Management	Philippines
Audencia Business School	France
Babson College	United States
Business School Lausanne	Switzerland
Cass Business School, City, University of London	United Kingdom
College of Business and Economics, University of Guelph	Canada
Copenhagen Business School	Denmark
Deakin Business School	Australia
EGADE Business School, Tecnológico de Monterrey	Mexico
Fundação Dom Cabral	Brazil
George Mason University	United States
Glasgow Caledonian University	United Kingdom
Gordon Institute of Business Science	South Africa
Gustavson School of Business, University of Victoria	Canada
Hanken School of Economics	Finland
INCAE Business School	Costa Rica
Institute of Business Studies (IBS), RANEP	Russia
Institute of Management Technology, Ghaziabad	India
IPM Business School	Belarus
ISAE Brazilian Business School	Brazil
Kemmy Business School	Ireland
Kristianstad University	Sweden
La Trobe Business School	Australia
Newcastle Business School	United Kingdom
Nottingham Business School, Nottingham Trent University	United Kingdom
Nottingham University Business School	United Kingdom
Seattle Pacific University	United States
Stockholm School of Economics	Sweden
T A PAI Management Institute	India
The Leeds School of Business, University of Colorado Boulder	United States
The Peter J. Tobin College of Business, St. John's University	United States
Universidad Externado de Colombia - School of Management	Colombia
University of Applied Sciences of the Grisons	Switzerland
University of Cape Town Graduate School of Business	South Africa
University of Dubai	United Arab Emirates
University of St.Gallen	Switzerland
University of Winchester	United Kingdom
ZHAW School of Management and Law	Switzerland

## APPENDIX 2

### Six Principles

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:



**Principle 1 | 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.



**Principle 2 | Values:** We will incorporate into our academic activities, curricula, and organizational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.



**Principle 3 | Method:** We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.



**Principle 4 | 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.



**Principle 5 | Partnership:** 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.



**Principle 6 | Dialogue:** We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

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

## APPENDIX 3

# DECADE OF ACTION

### Ten years to transform our world

The [Sustainable Development Goals](#) — our shared vision to end poverty, rescue the planet and build a peaceful world — are gaining global momentum.

With just 10 years to go, an ambitious global effort is underway to deliver the 2030 promise — by mobilizing more Governments, civil society, businesses and calling on all people to make the Global Goals their own.

### Decade of Action to deliver the Global Goals

Today, progress is being made in many places, but, overall, action to meet the Global Goals is not yet advancing at the speed or scale required. The year 2020 needs to usher in a decade of ambitious action to deliver the Global Goals by 2030.

The Decade of Action calls for accelerating sustainable solutions to all the world's biggest challenges — ranging from poverty and gender to climate change, inequality and closing the finance gap.

In September 2019, the UN [Secretary-General](#) called on all sectors of society to mobilize for a decade of action on three levels: **global action** to secure greater leadership, more resources and smarter solutions for the Sustainable Development Goals; **local action** embedding the needed transitions in the policies, budgets, institutions and regulatory frameworks of Governments, cities and local authorities; and **people action**, including by youth, civil society, the media, the private sector, unions, academia and other stakeholders, to generate an unstoppable movement pushing for the required transformations.

On 22 January 2020, the Secretary-General outlined his priorities for the year, including the Decade of Action.

View the UN Secretary-General priorities for 2020 [here](#).