GVcasos
Revista Brasileira de Casos de Ensino em Administração

CALL FOR PAPERS
IMPLEMENTATION OF THE PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION (PRME): CASES FROM THE GLOBAL SOUTH

Submission deadline: November 04th, 2024
Publication forecast December 2024

Editors:
Umesh Dilip Kumar Mukhi, Associate Professor of Management, Fundação Getulio Vargas's Sao Paulo School of Business Administration (FGV EAESP)
Gisele Walczak Galilea, Associate Professor of Finance, Fundação Getulio Vargas's Sao Paulo School of Business Administration (FGV EAESP)
Bruna de Morais Holanda, Fundação Getulio Vargas's Sao Paulo School of Business Administration (FGV EAESP)

GVcasos - Revista Brasileira de Casos de Ensino em Administração cordially invites authors to submit concise articles and experiential reports for consideration in a special edition dedicated to the theme of **Principles for Responsible Management Education (PRME) and its implementation in the Global South**. The aim is to assemble contributions with a technical focus and practical experience reports that address this highly relevant subject within the field of Administration education.

About the Journal
GVcasos - Revista Brasileira de Casos de Ensino em Administração (ISSN 2179-135X) is an esteemed academic journal published by the School of Business Administration at Fundação Getulio Vargas (FGV EAESP), the first business administration school established in Brazil in 1954. FGV EAESP holds the unique distinction of being the sole institution in the country to have attained triple international accreditation from AACSB, EFMD, and AMBA.

Since its inception in 2011, this journal has been an integral part of FGV EAESP's Research and Publications family, alongside esteemed publications such as *Revista de Administração de Empresas (RAE), Cadernos Gestão Pública e Cidadania (CGPC), GV-executive, and Revista de Iniciação Científica (FGV RIC)*.

GVcasos is a pioneering journal and was the first in Brazil to specialize in the publication of teaching cases. In 2023, the journal expanded its scope by including articles and experiential reports focused on innovative management teaching practices. It is within the framework of this expansion that *GVcasos* presents this special edition.

Indexers: EBSCO| ProQuest | Gale Cengage Learning | Google Scholar| LatAmEstudios+ | Oasisbr | Latindex
Directories: AcademicKeys | CABELL'S | Latindex | Open Academic Journals Index | Diadorim

GVcasos
Revista Brasileira de Casos de Ensino em Administração

Principles for Responsible Executive Education (PRME)

The Principles for Responsible Management Education (PRME), initiated by the United Nations (UN) in 2007 (UNPRME, 2023), represent a comprehensive framework designed to reshape management education into a responsible enterprise. This transformation is accomplished by infusing sustainability perspectives, as delineated in the Sustainable Development Goals (SDGs), throughout all facets of business education and research (Azmat et al., 2023).

PRME establishes six fundamental principles that underpin management education: purpose, values, methods, research, partnerships, and dialogue (Walsh, 2022). These principles come to life through the incorporation of sustainability, ethics, and social responsibility discussions within the curriculum, extending beyond traditional business management. They also encompass the continuous generation of research that contributes to the advancement of sustainable and responsible business practices. Moreover, responsible management practices are integrated into the operational framework of management schools, emphasizing the global impact of business decisions. PRME encourages collaborative efforts between management schools, corporations, government bodies, and civil society organizations. It involves setting up metrics and assessment frameworks to monitor progress in embedding sustainability into teaching, research, and business activities. The commitment to ongoing improvement underscores the initiative's dedication to fostering responsible executive education.

Since PRME is closely interlinked to the UN agenda, it is thus imperative for us to reflect on international scenario coupled with discussion within the academia. This year the UN noted that 2030 agenda for SDGs that *"it is alarming to note that countries are on track with only 15 per cent of the targets"* (UN, 2023b). Within the same year the UN Commemorated the South-South Cooperation, where UN Secretary General emphasized that "*From climate action to poverty eradication, from healthcare to education, from trade to digitalization, solidarity and strong partnerships between developing countries can pave the way for a more equitable and sustainable world,"* (UN, 2023a).

Furthermore, since the COVID pandemic countries in the global south have not only confronted and but also collaborated on different challenges concerning capacity development and allocation of resources to tackling SDGs. Dima Al-Khatib the Director of the United Nations Office for South-South Cooperation (UNOSSC) notes that South-South cooperation in action was visible when countries were "*providing medical aid or expertise to their neighbors, tapping into each other's knowledge resources, establishing humanitarian and trade corridors, hosting refugees and sharing joint research, among other actions. Such solidarity reminds us of the power of South-South cooperation in overcoming even the most daunting obstacles across thematic areas*." (See UN Report).

Godemann, et al. (2023) note that despite the advancement of SDG agenda a framework that business schools can apply to accomplish that goal is still lacking. For example, Reficco, Ezequiel, et al (2023)'s research on responsible management education in Africa, Asia, and Latin America highlight how business schools respond to stakeholders' pressures to integrate PRME may vary depending upon their prestige. The transformation of the way management is taught, as proposed by the PRME, has become increasingly relevant in view of the understanding that management education should also be concerned with solving or alleviating social and environmental problems. Furthermore, prioritization of challenges

in Global South may vary from Climate Change to Deforestation, Food Security or Unemployment, War and Refugee crises. Hence, despite the growth and adoption of PRME, significant challenges at a global level compel us to rethink how business schools in Global South are responding to this reality.

We thus observe that regional specific political, social, economic, and environmental scenarios may impede or facilitate applying PRME principles towards specific SDGs. Thus, the focus of business schools on specific themes may vary based on geographical characteristics (See Boon & Veligurska,2015). For example, in Brazil, PRME has been crucial in developing transdisciplinary initiatives (Avelar. Et al. 2022). Similarly, we observe that with respect to global development of PRME (see Morsing, M. 2022) PRME Chapters in the Global South have their unique trajectory from inception in which have undertaken initiatives with the regional schools to advance the UN SDG agenda (see Morsing, M. 2022). In addition, public and private institutions may encounter different mechanisms of compliance, organizational priorities may vary with respect to Deanship, national and international accreditations. As these are often contextual, this call seeks articles and experience reports on how the PRME has been implemented in the Global South.

It is in this spirit we invite authors from Global South to contribute with their reflections about their experiences in leading or facilitating PRME initiatives in the schools of countries belonging to Global South (See the link to check Eligible Countries). We invite submission on topic which include (and are not limited to)

- What are the characteristics of stakeholders in your school from business, government and social sector which influence the adoption of PRME/UN SDGs?
- How did your school derive competitive advantage or societal impact from implementing PRME/SDGs?
- What kind of barriers does your institution face in idealizing, prioritizing, and implementing PRME in teaching, research, or institutional context?
- What are the key learnings or experiences from failure or success cases or contrasting determinants of failure and success cases of PRME related initiatives at your institution?
- What are the examples of innovation in terms of pedagogy, institutional partnerships or policies to prioritize PRME agenda in the business schools?

The following are invited to submit Professors of Management in diverse areas with experience in applying PRME, researchers, managers and directors of educational institutions and others interested in the theme of the call.

Questions can be clarified by email gvcasos.redacao@fgv.br

Linha Editorial *GVcasos*
Diretrizes para autores *GVcasos*
Eligible Global South Countries: https://www.bisa.ac.uk/become-a-member/global-south-countries

References

Avelar, A.B.A., Silva-Oliveira, K.D.d., Farina, M.C. and Pereira, R.d.S. (2022). Contribution of PRME in education, research, and outreach in Brazilian higher education institutions. *International Journal of Sustainability in Higher Education*, 23(2), 283-300. https://doi.org/10.1108/IJSHE-09-2020-0350

Azmat, F., Jain A., & Sridharan B. (2023, March). Responsible management education in business schools: Are we there yet?. *Journal of Business Research*, 157, 1-10. https://doi.org/10.1016/j.jbusres.2022.113518

Boon, E., & Veligurska, O. (2015). Differentiation between Business School Responsibility Efforts Across Regions: A Content Analysis of PRME Sharing Information on Progress Reports. In *Ideas in Marketing: Finding the New and Polishing the Old: Proceedings of the 2013 Academy of Marketing Science (AMS) Annual Conference* (pp. 680-683). Springer International Publishing.

Godemann, J., Nguyen, B.-N. and Herzig, C. (2023). Business schools' transformation towards sustainability: empirical insights from UN PRME signatories. *International Journal of Sustainability in Higher Education,* ahead-of-print. https://doi.org/10.1108/IJSHE-07-2022-0223

Morsing, M. (2022). *Responsible Management Education*: The PRME Global Movement. https://doi.org/10.4324/9781003186311

Parkes, Carole, Anthony F. Buono, and Ghada Howaidy. (2017). The Principles for responsible management education (PRME): The first decade–What has been achieved? The next decade–Responsible management Education's challenge for the Sustainable Development Goals (SDGs). *The International Journal of Management Education,* 15(2), 61-65. https://doi.org/10.1016/j.ijme.2017.05.003

Principles for Responsible Management Education (2023). https://www.unprme.org/about/

Reficco, E., Trujillo, C. A., Jaén, M. H., Volschenk, J., & Amran, A. (2023). Are business schools from the Global South walking their talk? Internalizing responsible management education in Africa, Asia, and Latin America. *Journal of Business Research*, 166. https://doi.org/10.1016/j.jbusres.2023.113906

UN. (2023a, September). New COVID-19 treatments have potential to save lives, WHO says. UN News. https://news.un.org/en/story/2023/09/1140667

UN (2023b, September). South-South Cooperation is Essential for Achieving Sustainable Development Goals. UN Chronicle. https://www.un.org/en/un-chronicle/south-south-cooperation-is-essential-achieving-sustainable-development-goals

GVcasos
Revista Brasileira de Casos de Ensino em Administração

Walsh, J. P. (2022). The road to love is never smooth: a look at PRME thirteen years on. In: Morsin, M. *Responsible Management Education: The PRME Global Movement*. Routledge.