

University of Gothenburg
School of Business, Economics and Law

PRME Sharing Information on Progress

Report 2025–2026

A Word from the Dean

The following pages present selected activities and results from the School's work with sustainability and responsibility during the 2025–2026 reporting period.

The report is not intended as an exhaustive account, but gives examples of work carried out across education, research, collaboration with societal actors and corporate partners, and operations.

On behalf of the School of Business, Economics and Law, I confirm our continued commitment to the United Nations Principles for Responsible Management Education.

Måns Söderbom

Dean

School of Business, Economics and Law

University of Gothenburg

Gothenburg, September 2026



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The 2020s had barely begun when the COVID-19 pandemic hit. The School quickly switched to digital operations, and for two years teaching, research and collaboration largely took place online. While much of the social life that characterises the School was lost, new digital skills and ways of working emerged.

In 2023, the School celebrated its 100th anniversary with events and activities throughout year, marking a century of education, research and engagement with business and society. Guided by the strategy *Independent thinking for a sustainable world* (2021–2026), the School has continued to strengthen the quality, relevance and internationalisation of its education and research. The international Bachelor's Programme in Business and Economics was launched, and sustainability has become an even more integrated part of the School's activities. The annual Handels Impact Innovation Challenge (HIIIC) encourages students to develop business ideas that contribute to a more sustainable future, while the *Council for Sustainable Development* was restructured as the *Sustainability Office* in 2025, strengthening the coordination of sustainability issues in education, research and collaboration.

PRME PRINCIPLE 1

Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.

The School of Business, Economics and Law at the University of Gothenburg became a PRME signatory in 2010. Responsible management education is closely aligned with the School's mission: **to develop knowledge, educate, and foster independent thinking for a sustainable world.**

During the reporting period, this mission and vision remained unchanged and continued to guide the School's work in education, research, partnerships, collaboration with society and organisational practice. The School is currently reviewing its strategic direction for the period 2027–2031. This process builds on the existing mission and further develops the School's role as a societally engaged academic institution with local roots and international impact. The emerging strategic direction places emphasis on independent thinking, collaboration across disciplinary and organisational boundaries, international relevance, responsible engagement with technological development, and contributions to a sustainable, just and democratic world.

The continuity between the current mission and the emerging strategic direction demonstrates that responsibility and sustainability are embedded not only in individual courses or initiatives, but in the School's broader purpose and long-term development.



PRME PRINCIPLE 2

Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.

Institutional values

The School's purpose is supported by an explicit **Values Statement**, adopted by the Faculty Board in 2017. The statement defines the School's overarching objective as **contributing to the development of a better society** and identifies equal human dignity and treatment, democracy, freedom of expression and fundamental human rights, and the achievement of the **17 UN Sustainable Development Goals** as core principles.

The Values Statement also sets out principles for how the School pursues this objective. Education and research should be characterised by quality, relevance, scientific integrity, critical thinking and open-ended inquiry. In its engagement with companies and other organisations, the School emphasizes independence and integrity: external funding and partnerships must not compromise research results, publication or educational content. The statement further establishes the School as an inclusive organisation with zero tolerance for discrimination, bullying and harassment, and places a shared responsibility on staff and students to uphold these values.

Together with the mission described above, these principles provide an institutional foundation for integrating responsibility and sustainability across the School's activities.

Employee well-being initiatives

The School's organisational responsibility also includes aiming at achieving a healthy and sustainable working environment. During the spring semester of 2026, four faculty wide lunchtime seminars were organised to encourage reflection and dialogue on different aspects of the work environment. The seminars addressed the cognitive work environment (24 February), safeguarding attention and focus, multitasking, and how stress and pressure influence thinking, judgement, empathy and decision-making. Led by invited experts from academia and healthcare, the sessions combined evidence-based perspectives with practical strategies for managing everyday work demands.

In addition, the School introduced **Pausit**, a digital tool supporting regular movement breaks during the workday. Through guided stretching, breathing exercises, relaxation and light physical activity, the initiative aims to reduce sedentary behaviour and support concentration, recovery and overall staff well-being.

PRME PRINCIPLE 3

Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.

Educational Double Materiality: A Programme-Level Framework for Sustainability, Responsibility and Educational Quality

The School of Business, Economics and law has during 2025-2026 initiated a programme-level framework for integrating sustainability into educational quality. The framework supports programme reporting, curriculum development, assurance of learning and dialogue with external stakeholders. Its core contribution can be seen as a translation of double materiality into education.

Each programme is encouraged to identify which sustainability issues are material in two connected ways. First, issues are material through the future societal impact of students, as graduates will make decisions, conduct analyses, provide advice, design institutions, lead organisations and shape markets and public systems. Second, issues are material through the quality of the programme itself, as sustainability challenges affect academic relevance, professional preparation, legitimacy and long-term curriculum development. This double materiality logic helps programmes move from broad sustainability ambition to structured educational design.

The framework organises sustainability in education through three interlinked dimensions.

The first dimension is sustainability competencies. Programmes are asked to consider which abilities students need to develop over time, including systems thinking, ethical and normative judgement, the ability to handle trade-offs, collaboration across disciplines and sectors, and the capacity to act under uncertainty. This shifts attention from isolated sustainability content to progression in what students can understand, assess and do with their knowledge.

The second dimension is responsibility and professions. The School educates future economists, lawyers, analysts, planners and decision-makers whose professional roles influence organisations, markets, institutions and society. Responsibility is therefore treated as a professional and institutional capability. Students need to work with situations where rules, incentives, values, consequences and legitimacy are connected. The framework helps programmes describe how professional judgement is developed, practised and assessed.

The third dimension is realia: the real systems, material conditions, organisational processes and governance environments that students encounter in their education. These may include climate-related risks, biodiversity, energy systems, value chains, financial and legal infrastructures, internal control systems, public regulation, place-based development and other contexts where sustainability challenges take concrete form. Realia gives substance to judgement. It ensures that students work with the kinds of systems, constraints and decision situations that shape professional practice.

Together, these three dimensions create a common language for programme-level quality work. They help programmes describe what is taught, where progression takes place, how student learning is examined and how the programme develops over time. They also strengthen the link between sustainability, professional relevance and academic quality.

External partners have a pedagogical role in this framework. They contribute real-world contexts, data, dilemmas and decision situations that help students understand how sustainability, responsibility and governance are handled in practice. In this sense, partnership becomes a way to strengthen the realia dimension and to make education more practice-oriented and reflective.

The next step is to use the framework in programme reporting and curriculum development. This will make it easier to identify strengths, gaps and development needs across programmes, and to connect sustainability more clearly to learning outcomes, assessment, stakeholder dialogue and continuous improvement.

The framework sits alongside the University's sustainability labelling of courses and programmes, described below.

Sustainability-Focused and Sustainability-Related Education

The School of Business, Economics and Law offers a broad range of courses and programmes that are classified as either sustainability-related or sustainability-focused in accordance with the University of Gothenburg's sustainability labelling criteria. Sustainability-related education includes courses and programmes where at least one intended learning outcome clearly addresses one or more of the University's established sustainability criteria, while sustainability-focused education places such content at the core of the programme or course. The full set of criteria can be found [HERE](#).

In total, the School currently offers 48 sustainability-labelled educational offerings, consisting of 37 courses and 11 programmes. Of these, 37 are classified as sustainability-related and 11 as sustainability-focused. The sustainability-labelled courses are offered at both undergraduate and advanced levels and span a wide range of disciplines, including business administration, economics, economic history, economic geography, human geography, logistics and law.

At the undergraduate level, the sustainability-labelled course portfolio includes courses in areas such as corporate sustainability, environmental economics, circular economy and sustainability transitions, development economics and economic history. Examples of sustainability-focused courses include Corporate Sustainability, Environmental Economics, Sustainability Transitions and the Circular Economy, and Growth and Environment Sustainability is also integrated into broader courses in economics, finance, management, marketing and economic history. The Masters of Law program incorporates courses on for example environmental law, international law, and many aspects of important social sustainability aspects.

At the advanced level, sustainability-related and focused courses include for example: International Migration, Environmental Effects and Conflicts in Historical Perspective, Creating and Regulating Markets, The Great Divergence, and Matix - the Management of Growth masters programme. These courses cover sustainability from a range of disciplinary, historical and managerial perspectives.

The programme portfolio also demonstrates the integration of sustainability across the School's education. At the undergraduate level, the Programme in Environmental Social Science is classified as sustainability-focused, while the Bachelor's Programme in Business and Economics, the Bachelor Programme in Logistic Management, and the Master of Laws programme are sustainability-related.

At the advanced level, the Master of Science in Management is sustainability-focused. Several other master's programmes are classified as sustainability-related, including Innovation and Industrial Management, Knowledge-based Entrepreneurship, Accounting and Financial Management, Logistics and Transport Management, International Business and Trade, and Marketing and Consumption. Compared with the previous reporting period, the sustainability-related master's portfolio now also includes International Business and Trade.

The complete list of sustainability-related and sustainability-focused courses is presented below.



Figure 1: The School's library provides a shared learning environment for students across programmes.

Overview of Sustainability-Related and Sustainability-Focused Courses Undergraduate Level Courses

Sustainability-Focused Courses

English course title	Swedish title	Credits
Population Development and Urbanisation	<i>Befolkningsutveckling och urbanisering</i>	7.5
Corporate Sustainability, Bachelor's Course	<i>Corporate Sustainability, kandidatkurs</i>	15
Corporate Sustainability, Bachelor's Semester	<i>Corporate Sustainability, kandidattermin</i>	30
Economic Geography: Sustainability Transitions and the Circular Economy	<i>Ekonomisk geografi: hållbarhetsövergångar och den cirkulära ekonomin</i>	7.5
Human Geography: Introductory Semester	<i>Kulturgeografi: grundtermin</i>	30
Environmental Economics	<i>Miljöekonomi</i>	7.5
Growth and Environment: A Global Economic Environmental History	<i>Tillväxt och miljö: en global ekonomisk miljöhistoria</i>	7.5

Sustainability-Related Courses

English course title	Swedish title	Credits
Work – in Economic and Historical Perspective	<i>Arbete - i ekonomiskt och historiskt perspektiv</i>	7.5
Economic Geography: Global Production Networks	<i>Ekonomisk geografi: globala produktionsnätverk</i>	7.5

English course title	Swedish title	Credits
Economic Geography: Regional Growth Lab	<i>Ekonomisk geografi: Regional Growth Lab</i>	7.5
Economic Geography: Regional Development	<i>Ekonomisk geografi: regional utveckling</i>	7.5
Economic History: Intermediate Semester	<i>Ekonomisk historia: Föreläsningstermin</i>	30
Economic History: Introductory Semester	<i>Ekonomisk historia: grundtermin</i>	30
Economic History: Introductory Semester, Distance Learning	<i>Ekonomisk historia: grundtermin, distans</i>	30
Economic History: The World Economy from the 1980s Onwards	<i>Ekonomisk historia: Världens ekonomiska historia från 1980-talet och framåt</i>	7.5
Economic History: The World Economy during the Industrial Era	<i>Ekonomisk historia: Världens ekonomiska historia under den industriella tiden</i>	7.5
Economic History: The World Economy in the Pre-Industrial Era	<i>Ekonomisk historia: Världens ekonomiska historia under förindustriell tid</i>	7.5
Applied Empirical Economics	<i>Empirisk nationalekonomi i praktiken</i>	7.5
Financial Economics, Semesters 4–6, Free-standing Course	<i>Finansiell ekonomi, termin 4-6, fristående kurs</i>	30
Infrastructure, Transport and Communication	<i>Infrastruktur, transporter och kommunikation</i>	7.5
Capital and Finance – Economic and Historical Perspectives	<i>Kapital och finans - ekonomiska och historiska perspektiv</i>	7.5
Management and Organisation Theory, Bachelor's Semester	<i>Management och organisationsteori, kandidattermin</i>	30
Marketing, Bachelor's Courses	<i>Marknadsföring kandidatkurser</i>	15
Marketing, Bachelor's Semester	<i>Marknadsföring, kandidattermin</i>	30
Modern Economic Growth	<i>Modern ekonomisk tillväxt</i>	7.5
Economics: Intermediate Level	<i>Nationalekonomi: Föreläsning</i>	30
Economics: Introductory Level	<i>Nationalekonomi: Grundläggande</i>	30
Economics: Introductory Macroeconomics and Microeconomics	<i>Nationalekonomi: Grundläggande makro- och mikroekonomi</i>	15
Economics: Applied Economics and International and Financial Economics	<i>Nationalekonomi: Tillämpad ekonomi och internationell och finansiell ekonomi</i>	15
Development Economics	<i>Utvecklingsekonomi</i>	7.5

Advanced Level Courses

Sustainability-Focused Courses

English course title	Swedish title	Credits
International Business and Trade in Historical Perspective	<i>Internationellt företagande och handel i historiskt perspektiv</i>	7.5
Environmental Effects and Conflicts in Historical Perspective	<i>Miljömässiga effekter och konflikter i historiskt perspektiv</i>	7.5

Sustainability-Related Courses

English course title	Swedish title	Credits
Research Methods	<i>Forskningsmetoder</i>	7.5
International Migration	<i>Internationell migration</i>	7.5

English course title	Swedish title	Credits
Matix – Management of Growth	<i>Matix - Management av tillväxt</i>	60
Creating and Regulating Markets	<i>Skapa och reglera marknader</i>	7.5
The Great Divergence: Historical Patterns of Modern Economic Growth	<i>The Great Divergence: Historiska mönster av modern ekonomisk tillväxt</i>	7.5

The sustainability labelling and programme-level framework are complemented by School-wide educational activities that allow students to engage with sustainability themes across programmes and disciplines. One recurring activity is the School's Sustainability Days.

Sustainability Days 2025–2026

As part of the School's commitment to embedding sustainability and responsible management throughout the student experience, the annual Sustainability Days continued to provide interdisciplinary learning opportunities that connected academic knowledge with societal challenges. Through keynote lectures, panel discussions, workshops and dialogue-based activities, students engaged with perspectives from academia, business and civil society.

For bachelor students, the programmes focused on understanding sustainability challenges, recognising individual and collective responsibility, and exploring pathways towards solutions. The themes encouraged students to engage with real-world dilemmas, reflect on their role as future professionals and citizens, and consider how different stakeholders can contribute to sustainable development.

For master students, the Sustainability Days addressed sustainability transitions and leadership in contexts characterised by complexity and uncertainty. Through discussions on global transitions and leading change, students were invited to examine how organisations and leaders can navigate competing priorities, mobilise collective action and drive change.

The most recent programmes for the annual Sustainability Days arranged for bachelor students were:

- Sustainability Day – Challenges (2025): [LINK](#)
- Sustainability Day – Challenges (2026): [LINK](#)
- Sustainability Day – Responsibility (2026): [LINK](#)
- Sustainability Day – Solutions (2026): [LINK](#)

The most recent programmes for the annual Sustainability Days arranged for master students were:

- Sustainability Day – Global Transitions (2025): [LINK](#)
- Sustainability Day – Leading Change (2025): [LINK](#)

Democracy in Decline – one of five tracks at Sustainability Day: Challenges 2026

Many countries have seen democratic governance weaken in recent years. According to the V-Dem Democracy Report 2026, a record 41 percent of the world's population lived in autocratising countries in 2025. Corruption both drives and benefits from this trend, which erodes transparency, accountability and public trust. The session explored why corruption persists, how it undermines democratic institutions and when it can be challenged successfully.

Contributors:

- **Anna Persson**, Associate Professor of Political Science, Quality of Government Institute
- **Marina Nord**, Postdoctoral Research Fellow, V-Dem Institute
- **Olof Johansson-Stenman**, Professor of Economics (moderator)

The other tracks covered antimicrobial resistance, AI, energy and global inequality. [Explore the full programme.](#)

In addition to these School-wide activities, the reporting period included international summer schools developed through the EUTOPIA network.

EUTOPIA Summer Schools 2025–2026

During the reporting period, the School hosted the 2025 EUTOPIA Summer School in Gothenburg: Business and Sustainability: Sustainable Cities, Infrastructure Systems and Collaboration. The course was developed as a collaboration between the School of Business, Economics and Law at the University of Gothenburg, the Faculty of Business and Economics at Technische Universität Dresden and the Venice School of Management at Ca' Foscari University of Venice. It was designed as an intensive international course where students worked with sustainability, business and urban infrastructure systems in a real-world setting.

The course focused on the interaction between private actors and urban systems such as energy, mobility, transport and inclusive lifestyles. Students explored how business models, policy frameworks, innovation strategies and collaboration between companies, public actors and civil society can support sustainable urban development. The course combined pre-reading, digital preparation meetings, lectures, seminars, field visits, group work, oral presentations and an individual written assignment.

A central feature of the course was its realia-based pedagogy. Students met companies, public actors, innovation environments and social initiatives in Gothenburg, including actors working with waste-to-energy, energy transition, mobility, circular economy, social entrepreneurship and collaborative innovation. This allowed students to connect theoretical frameworks to actual systems, material conditions, governance challenges and organisational practices.

The course also served as a pilot for internationalisation through short-term exchange within the EUTOPIA network. It attracted 85 applicants, 46 accepted students and 34 students completing the course on time. Student evaluations were highly positive: 97 percent of respondents stated that they were satisfied or very satisfied, and all respondents indicated that they would recommend the course to others.

The collaboration continued in 2026, when Technische Universität Dresden hosted a follow-up summer school on *AI in Business and Healthcare*. The programme brought together 45 participants, including 14 from the University of Gothenburg. Oskar Broberg, Vice Dean for Education, represented the School.

The Teach activities also include support for students' personal and professional development through Career Service and the SMART programme.

Career Service and SMART

Career Service supports students throughout their studies and in the transition to working life by fostering personal and professional development grounded in self-awareness, resilience and self-leadership. Through coaching, workshops, classroom activities and employer engagement, students are encouraged to reflect on their values, strengths, motivations and aspirations, helping them develop the confidence and foundation needed to navigate a complex and changing working life.

One example of this work is SMART, a programme integrated into all undergraduate programmes at the School. Through scheduled interactive workshops, SMART strengthens students' ability to collaborate, communicate effectively, manage challenges and make intentional choices aligned with their values and goals. Covering topics such as study skills, motivation, self-leadership, goal setting, teamwork and career planning, the programme aims not only to enhance academic success and employability, but also to build resilience and support students in becoming reflective, responsible and socially sustainable professionals.

Delivered by Career Service in close collaboration with each degree programme, SMART concludes with a diploma that students can include in their professional portfolio.

Read more:

PRME PRINCIPLE 4

Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.

Research Development and Collaboration

During the reporting period, the School of Business, Economics and Law continued to develop strategic research collaboration across departments and disciplines. Four areas have been identified in which collaboration between researchers from different parts of the School is encouraged: critical raw materials, criminal economy, energy and electrification, and New Space. These areas bring together researchers around societal challenges that cut across disciplinary boundaries.

Within the area of criminal economy, researchers from all departments at the School participate together with representatives from the Swedish Police. Researchers working on critical raw materials collaborate with the National Board of Trade Sweden and the national Campus Total Defence initiative. Research on energy and electrification includes collaboration with Green City Zone, while researchers in business administration, law and entrepreneurship participate in New Space-related collaboration with Space West at Chalmers.

The School also has approximately 14–15 active research centres of varying size, several of which contribute to interdisciplinary research and collaboration with external actors. During the year, the faculty reviewed its approach to supporting these centres and developed a new policy for co-financing.

Work has also continued to support applications for external research funding. The Foundation for Economic Research in West Sweden has shifted its focus towards seed funding that enables researchers to prepare applications for external research grants, while support from the Malmsten Foundation has enabled researchers to prepare ERC applications and participate in conferences organised by multilateral organisations, including UN and EU bodies.

2025 PUBLICATIONS BY SUSTAINABLE DEVELOPMENT GOAL

Number of publications associated with each SDG (total mentions = 260 across 16 SDGs)



Figure 2: Peer-reviewed publications associated with the Sustainable Development Goals in 2025. Publications may contribute to more than one SDG, so counts are not mutually exclusive.

Sustainability-Related Research Publications

During the 2025 calendar year, researchers at the School published a total of 231 peer-reviewed papers in academic journals. Of these, 133 papers, or 57.6 percent, were identified as relating to at least one Sustainable Development Goal (SDG).

As individual publications may relate to more than one SDG, the 133 papers generated a total of 260 SDG mentions across 16 SDGs. The largest number of publications was associated with SDG 13 – Climate Action (36 mentions), followed by SDG 9 – Industry, Innovation and Infrastructure (31), SDG 3 – Good Health and Well-being (27), SDG 8 – Decent Work and Economic Growth (27), and SDG 12 – Responsible Consumption and Production (22).

Methodology

The identification of sustainability-related publications was conducted through an iterative process combining LLM-based classification with human oversight and review.

PRME PRINCIPLE 5

Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.

The School engages with businesses, public organisations, civil society, alumni and academic partners through a range of activities connected to research and education. During the reporting period, these collaborations included student innovation initiatives, regional and international partnerships, public seminars, cultural collaborations and alumni engagement some of which are described below.

Handels Impact Innovation Challenge (HIIC)

The School strengthens its societal engagement through partnerships that support innovation, entrepreneurship and sustainable development. The Handels Impact Innovation Challenge was launched in 2024 and is the School's annual platform for sustainable entrepreneurship, run together with the student union HHGS, the career fair GADDEN, Venture Cup Sweden and Ernström-gruppen. Students develop business ideas that address environmental, social or organisational challenges and receive guidance, feedback and pitch training from partners in the innovation ecosystem. The competition culminates during the annual career and recruitment fair, where finalists present their ideas to a jury and winners receive SEK 50,000.

Read more about HIIC: [LINK](#)

Read more about the winners of the Handels Impact Innovation Challenge 2025: [LINK](#)



Figure 3: *Winners of the Handels Impact Innovation Challenge at the GADDEN banquet.*

HIICathon 2026

In May 2026, HIIC was expanded with HIICathon, a one-evening hackathon focused on developing digital solutions. Participants worked in teams of two to three and were given the opportunity either to address a challenge provided by a partner or to develop a solution based on their own business idea. Using the AI-powered development platform Lovable, the teams developed their solutions during the evening and concluded by presenting a two-minute pitch to an expert jury.

The solutions were assessed according to four criteria: innovation, sustainable real-world impact, startup potential and creativity. The event brought together students and actors from the entrepreneurship and innovation ecosystem in an intensive format that moved from an initial idea to a digital prototype and pitch during the course of one evening. Partners involved in the initiative included Lovable, Wint, GU Ventures, AI Gothenburg and Founders Loft, among others.



Figure 4: *Participants, partners and organisers at HIICathon 2026.*



(a) *Students developing digital solutions.*



(b) *Award ceremony at HIICathon 2026.*

Figure 5: *HIICathon 2026.*

Read more about HIICathon: [LINK](#)

WIN WIN Gothenburg Sustainability Award

The School is a long-standing partner of the WIN WIN Gothenburg Sustainability Award, one of the world's leading sustainability prizes. The award recognises individuals and organisations advancing the UN SDGs, with two annual prizes: the SEK 1 million WIN WIN Award and the SEK 100,000 Youth Award. Founded in 2000 through collaboration between the City of Gothenburg, business leaders and academia, the award continues to be supported by a broad alliance of public

and private partners. Past laureates include Gro Harlem Brundtland, Al Gore, Kofi Annan, IPBES and Kalundborg Symbiosis.

Partnership with Göteborg Film Festival

In 2026, the Göteborg Film Festival returned as a partner and venue collaborator. During the festival period, more than 30 films were screened on campus, followed by facilitated discussions that connected cinematic perspectives to academic themes. Student groups from master's programmes also participated in film-based coursework discussions, using film as a basis for critical reflection and dialogue.

As part of the 2026 Sustainability Day: Solutions, approximately 650 students attended a dedicated screening at the festival venue Draken. The screening was introduced in collaboration with the festival CEO and followed by an academic discussion led by researchers from the School, linking the film content to sustainability challenges and responsible decision-making. The collaboration provides one example of how cultural partnerships can be integrated into education and stakeholder engagement.

Read more about the Göteborg Film Festival partnership: [LINK](#)

Reväst – Regional Partnership Platform for Sustainable Development

Reväst is a regional platform for collaboration between academia, the public sector and industry in Western Sweden, hosted at the School of Business, Economics and Law at the University of Gothenburg. It facilitates knowledge exchange and collaboration on sustainable societal and economic development through seminars, webinars and workshops, and supports the dissemination of research relevant to regional transformation. Most activities are held in Swedish and are co-created with partner organisations, contributing to dialogue and collaboration on shared regional challenges.

In 2025 and 2026, Reväst hosted seminars on topics such as green industrial transition, demographic change and labour market participation, sustainable textiles, skills supply and the inclusion of foreign-born women in the labour market, as well as green regional growth in relation to the electrification of the Western Swedish automotive industry and regional economic outlooks. These activities reflect Reväst's role as a recurring platform connecting research and practice around regional development.

More information about Reväst: [LINK](#)

International Collaborations

The School is an active member of several international networks that promote responsible management education, sustainable development, student engagement and the transformation of business schools. During the reporting period, these collaborations provided opportunities for institutional learning, peer exchange and the continued development of the School's work with sustainability in education, research, engagement and quality assurance.

Within the Principles for Responsible Management Education (PRME), the School has continued to play an active role in PRME Chapter Nordic. The School is represented in the Chapter's steering group and contributes to the development of responsible management education in the Nordic context. During the reporting period, the School hosted the PRME Chapter Nordic Annual Meeting in Gothenburg. The meeting brought together Nordic business schools to exchange experiences, discuss shared challenges and develop ideas for future collaboration.

The programme included sessions on sustainability in courses and curricula, student-led initiatives, institutional structures, teaching innovation, extracurricular sustainability activities and campus operations. It also included workshops on shared projects, student engagement and the development of an annual plan for the Chapter. Through this engagement, the School contributes to exchange and collaboration on responsible management education across the Nordic region.

The School has also continued its engagement with the Global Business School Network (GBSN) and the Globally Responsible Leadership Initiative (GRLI). During the reporting period, this engagement has mainly taken the form of participation in dialogue-based workshops, peer conversations and network activities. These settings provide opportunities to exchange experiences with other business schools, discuss emerging educational practices and explore how business schools can respond to societal challenges through teaching, research and external engagement. Both networks provide international settings for exchange on sustainability, leadership, institutional responsibility and societal impact.

The School is also actively engaged in the Positive Impact Rating (PIR). The School participates in PIR as a rated institution and uses the initiative as a student-centred tool for reflection and development. In the 2025 PIR edition, the School was listed among the participating schools and placed at Level 3, Progressing Schools. PIR included the perspectives of more than 17,000 students across 86 rated schools from 28 countries.

In addition to participating as a rated institution, the School has contributed to the governance development of the Positive Impact Rating Association. Anders Sandoff is a Voting Member of the PIR General Assembly and served as a member of the PIR Governance Taskforce. The taskforce was established to review PIR's governance structure, strengthen transparency and develop recommendations for the association statutes. Its work addressed the roles of the General Assembly, Supervisory Board, Advisory Board and management functions, as well as questions concerning membership, legal structure, transparency, strategic oversight and the long-term development of PIR as a multi-stakeholder initiative.

Together, PRME, GBSN, GRLI and PIR provide different arenas for international exchange and collaboration on responsible management education, sustainability, leadership and student engagement.

Global Cluster Leader for SDG 8

Together with the University of Gothenburg, the School serves as Global Cluster Leader for SDG 8 within the IAU HESD Cluster. Working with eight partner universities worldwide, the initiative mobilises research, education and policy dialogue on decent work, sustainable economic growth, innovation and youth employment. The cluster is coordinated by the Gothenburg Centre for Sustainable Development and Environment for Development (EfD).

Alumni Engagement

The School's alumni community is an important network for professional and social exchange and for continued engagement between alumni, students and the School. Alumni are encouraged to share their knowledge and experience with current and future students, contributing to an ongoing exchange between generations.

A recent example is the visit and lecture by alumnus Jan Eliasson. Jan Eliasson graduated from the School in 1965 and has since held several prominent international positions, including Deputy Secretary-General of the United Nations, Minister for Foreign Affairs of Sweden, President of the UN General Assembly, and Chair of the Stockholm International Peace Research Institute.

In September 2025, he returned to his alma mater to give a lecture for students, alumni and partners, reflecting on the current state of the world and sharing insights from his long career in diplomacy and public service.



Figure 6: *Jan Eliasson addressing students, alumni and partners at the School in September 2025.*

Watch the film clip with Jan Eliasson: [LINK](#)

Recurring Public Lectures and Seminars

The School hosts a series of annually recurring public lectures and seminars that bring together students, faculty, partners and the wider public to share research and perspectives on current societal challenges. These events feature contributions from academic researchers and international experts from business, policy and civil society.



Figure 7: *The School's main building at dusk.*

Recurring formats include the Tore Browaldh Lecture, the Felix Neubergh Lecture, the Prins Bertil Seminar, the Kurt Grönfors Seminar, the Sven-Olof Bodenfors Seminar and the Joakim Dungal Lecture, as well as the regular Knowledge Lunches.

Across the 2025–2026 programme, the lectures addressed issues related to energy transition, geopolitics, law and digital transformation. Discussions in the Kurt Grönfors Seminar focused on a sustainable energy system, industrial competitiveness and policy trade-offs. The Joakim Dungal Lecture addressed international law, climate justice and accountability in armed conflict. The Tore Browaldh Lecture examined the political economy of social media, disinformation and democratic resilience, while the Sven-Olof Bodenfors Seminar addressed maritime security and “shadow fleets” in a geopolitical context.

PRME PRINCIPLE 6

Practice

We adopt responsible and accountable management principles in our own governance and operations.

The Sustainability Office

The School continues to strengthen its commitment to responsible management through concrete measures that integrate sustainability, inclusion and accountability into everyday operations.

As part of that, the School's Council for Sustainable Development (founded in 2013) was remade into the School's Sustainability Office in July 2025, established to coordinate and develop the School's work on sustainable development across education, research and collaboration. Guided by the School's strategy and annual operational plans, the Sustainability Office:

- Prepares sustainability-related input for the School's annual operational plan
- Leads or collaborates on sustainability projects defined in the operational plan
- Develops, implements and evaluates sustainability days at bachelor's and master's level
- Develops, implements and evaluates sustainability days for faculty and staff
- Engages in international, national and local sustainability networks
- Follows up and evaluates the School's sustainability work for internal and external audiences
- Cooperates with the student union HHGS on sustainability-related matters

The Deputy Dean oversees the office, which consists of the School's sustainability coordinator, an academic lead and staff from the faculty office as well as a academic representative for each department.

Climate Emissions and Progress Towards the University's Climate Targets

The University of Gothenburg's carbon budget requires the University to reduce its greenhouse gas emissions by 25 percent by 2023 and by 50 percent by 2029, compared with the 2019 baseline. The University's climate data are monitored using Svalna and include transport and business travel, energy use such as heating and electricity, food and accommodation, purchases of goods, purchases of services and other sources.

The School's greenhouse gas emissions for 2019-2025 are presented in the figure below.

The School has no Scope 1 emissions from its own direct use of fossil fuels, as it does not operate its own vehicles or have other direct fossil-fuel emissions. Scope 2 emissions mainly consist of electricity and district heating. Measures to improve energy efficiency require cooperation with the property owner, and ongoing work includes measures such as replacing lighting with LED alternatives and optimising ventilation.

The largest share of the School's emissions falls within Scope 3 under the Greenhouse Gas Protocol, covering other indirect emissions in the value chain. For the School, these emissions primarily arise

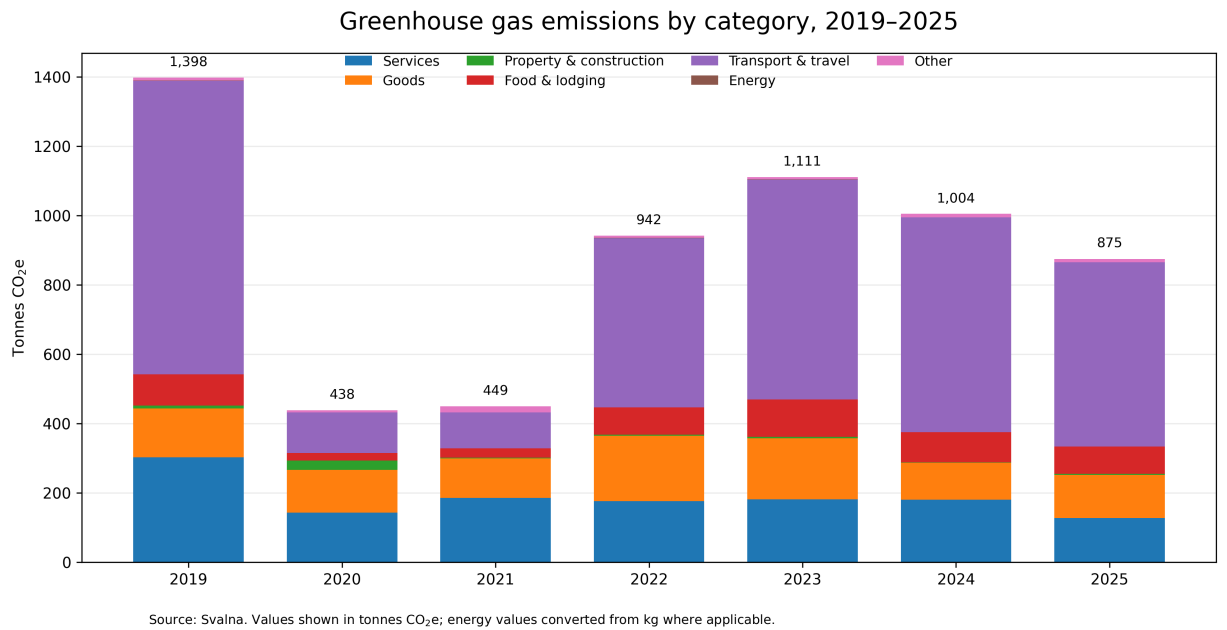


Figure 8: The School’s greenhouse gas emissions by category, 2019–2025. Source: Svalna.



from business travel and the purchase of goods and services.

Results for 2025

Compared with 2024, the School's emissions decreased by approximately 13 percent in 2025. Compared with the 2019 baseline, emissions were approximately 37 percent lower, meaning that the School has met the University's interim target of a 25 percent reduction, while further reductions are required to reach the 2029 target of 50 percent. Based on current emissions of approximately 875 tonnes CO₂e, a further reduction of around 176 tonnes is required to reach this target.

As in previous years, transport and travel represented the largest source of emissions, accounting for approximately 61 percent in 2025, compared with approximately 61 percent in 2019. Data quality for travel and transport is relatively high because these activities are directly observable in the system, while estimates for purchased goods and services rely more heavily on standardised emission factors and should therefore be interpreted with greater caution.

New Guidelines for Sustainable Meetings, Events and Conferences

To reduce the environmental impact of the many meetings and events organised each year, the School has introduced new sustainable meetings guidelines that promote responsible choices in areas such as travel, catering, materials, venue selection and social sustainability. The guidelines offer practical support for anyone planning or ordering meetings and events.

To ensure that others can benefit from our work, the guidelines have been published on the School's external website so that other higher-education institutions may draw inspiration and adopt similar practices.

Read more: [LINK](#)

Solidarity Fridge – Food Distribution at the School

Both staff and students from the School first initiated a Solidarity Fridge distribution in 2022, in collaboration with Solikyl. The initiative rescues surplus food from local shops and bakeries and redistributes it to prevent waste. Globally, food waste accounts for roughly one third of all food produced and contributes significantly to greenhouse gas emissions. While systemic change is essential, local initiatives such as solidarity fridges play an important role in reducing waste and raising awareness. Students and staff are welcome to participate either as volunteers or as food savers. Food is distributed at the School approximately every two weeks.

Pride Parade together with the Student Union

On June 14 2025 and on June 13 2026, the School once again participated in the West Pride Parade, together with the student union HHGS, to demonstrate our commitment to diversity, inclusion and equal rights. Staff and students were invited to join under the School's banner.

Our New Building and Station

The School's new building is taking shape, designed as a modern, energy-efficient and accessible environment that supports sustainable operations, interdisciplinary collaboration and an inclusive campus experience. The building will be completed in 2027, and in 2030 it will connect directly to Haga Station on the new Västlänken (The West Link) rail line – creating a vibrant shared entrance where students, staff and commuters naturally meet, and offering smoother access to the university from across Gothenburg and western Sweden, making it easier than ever to leave the car at home and commute by train.

PRME PRINCIPLE 7

Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

Public reporting and communication

The School communicates its work on sustainability, responsibility and ethics through public reporting, its external website, open lectures and seminars, research communication, programme and course information, partner networks and engagement with students and staff. This report has provided some examples from these activities.

The School's recurring public lectures, Knowledge Lunches, Sustainability Days, research events and the regional platform Reväst provide opportunities for dialogue beyond the classroom. Partnerships with the Gothenburg Film Festival, the WIN WIN Gothenburg Sustainability Award and international networks provide additional settings for public and professional engagement.

Participation and exchange

Students and external stakeholders participate through the student union HHGS, programme activities, partnership platforms and events. HIIC and HIICathon involve students and partners in the development and assessment of proposed solutions. The School also participates in the Positive Impact Rating, which gathers students' perspectives on the School's societal and environmental impact.

The examples and quantitative information in this report are shared as part of the School's commitment to the PRME Principles and to public communication about its sustainability-related work.