

PRiME

*an initiative of the
United Nations Global Compact*

Sharing Information on Progress 2026

Trinity Business School

September 2026

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About the Principles for Responsible Management Education (PRME)

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 that aims to raise the profile of sustainability in their classrooms through Seven Principles focused on serving society and safeguarding our planet.

PRME engages business and management schools to ensure they provide future leaders with the skills needed to balance economic and sustainability goals, while drawing attention to the Sustainable Development Goals (SDGs) and aligning academic institutions with the work of the UN Global Compact. Driven by its mission to transform management education, PRME equips today's business students with the understanding and ability to deliver change tomorrow. As a voluntary initiative with over 800 signatories worldwide, PRME has become the largest organized relationship between the United Nations and management-related higher education institutions.



“*The PRME initiative was launched to nurture responsible leaders of the future. Never has this task been more important. Bold leadership and innovative thinking are needed to achieve the Sustainable Development Goals (SDGs).*

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

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



Values

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



Teach

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



Research

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



Partner

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



Practice

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



Share

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

The Sustainable Development Goals (SDGs)

In September 2015, all 193 Member States of the United Nations adopted a 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 our planet. At the heart of Agenda 2030 are 17 Sustainable Development Goals (SDGs) and 169 related targets that address the most important economic, social, environmental and governance challenges of our time. The SDGs clearly define the world we want – applying to all nations and leaving no one behind. Successful implementation of the SDGs will require all players to champion this agenda; the role of higher education is critical to this.





Getting Started

This section provides foundational information about Trinity Business School, including key details and basic institutional data.

Mission

Trinity Business School's mission is to Transform Business for Good. This means business which is:

- 01** Ethical and so 'good' from a moral perspective;
- 02** Impactful and so 'good' in terms of high-performance; and
- 03** Sustainable thereby invoking a permanent 'for good' interpretation.

Vision

To be a leading incubator of transformative ideas, pioneering innovative and sustainable business solutions for global challenges.

Our vision is to inspire and equip a diverse community of students, alumni educators, and partners to create lasting impact through responsible and forward-thinking practices. We strive to foster an ecosystem where innovation meets sustainability, preparing the next generation of business leaders to navigate and shape the future with integrity, creativity, and a deep commitment to the betterment of society and the environment. Our vision is supported

by a sense of purpose illustrated through the five words that forms our DNA: Sustainable, Positive, Innovative, Impactful and Humane.

SUSTAINABLE: an education focused on sustainable business development.

We place economic, environmental, and social sustainability at the heart of our educational offering.

Our programmes create great opportunities for our graduates and enable their organisations to deliver excellent business performance for good. Our graduates learn cutting-edge management from leading researchers and business executives/entrepreneurs. This education aims to promote high-performance business which is humane as well as consistent with the UN's Sustainability Development Goals.

POSITIVE: a set of values – where we “put in more than we take out”

We expect our graduates and staff to 'put in more than they take out' throughout their career so that they hand over a better planet, economy and inclusive free society to future generations. We consider that 'business performance must move beyond shareholders' value and focus on the impact of business on the wider economy, society and the environment. We value Nature Positive approaches.

INNOVATIVE: embracing innovative curriculum through technology integration and industry partnership

We embrace innovations in our teaching approach (e.g. including Generative AI and online delivery) as well as our curriculum. We deliver cutting edge programmes focusing on topics such as business analytics, digital marketing strategy, and sustainable finance that serves the vibrant business

ecosystem of Dublin. We are adjacent to the European Headquarters of multinational digital companies such as Google, Salesforce, HubSpot, Meta, Microsoft, and the Irish Financial Services Centre (IFSC), professional services industries, and Ireland's cultural industry sectors. We develop innovative and industry relevant programs with our neighboring key stakeholders. We are based in a highly entrepreneurial university and equip students with the education needed to excel in both established and new businesses and organisations.

IMPACTFUL: relevant, impactful & rigorous, research

Undertaking leading international research which addresses relevant questions for thought leadership, to better inform business and society. We provide both creative and critical assessment of real-business practice and public policy. Our research centres (the Trinity Centre for Social Innovation and the Trinity Centre for Digital Business & Analytics) work on impactful and relevant projects (e.g. Nature Positive Economy) and actively cooperate with government, local authorities, and industry partners. To enhance impact, we ensure that our research findings are communicated in an accessible manner to a wider non-academic practitioner audience through appropriate publishing channels, policy fora and events.

HUMANE: personal well-being & development

We provide opportunities for our students and staff to explore and develop their business and personal potential on our degree programmes and at work in order to sustain a healthy career existence in today's dynamic but often challenging work environment. We engage with businesses which respect the UN SDG's including human rights and workers' rights.

Strategy

Strategy25

[View document](#)  [Download document](#) 

Graduates & Enrollment

2025 Statistics	Number
Graduates	1183

Degrees Offered

Bachelor Programs

- Bachelor of Business Studies (B.B.S)

Masters Programs

- 📖 Master of Science (M.Sc. or M.S.)
- 📖 Master of Business Administration (M.B.A.)

Doctoral Programs

- 🎓 Doctor of Philosophy (Ph.D.)



Values

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



Who Champions Responsible Management Education at Our Institution

- ❖ Disciplinary efforts within business school
- ❖ Interdisciplinary efforts across business school
- ❖ Senior Leadership Team



Teach

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



Courses that support RME

Trinity Business School reports 3 courses in 2025 that support responsible management education and sustainable development goals.

Social Enterprise Projects | BU7104

The overarching goal of the Social Enterprise Projects MBA module is to create educational learning experiences for the students, and to deliver real-world value to partner social enterprises. Student teams work for eight weeks with a social enterprise to address an organisational challenge and deliver evidence-based analysis and recommendations. The social enterprise and the students meet weekly to co-create value. Deliverables depend on the specific project, but include marketing plans, scaling plans, and feasibility studies.

Students learn how a business model can address a social (including environmental) issue, both the opportunities and the limitations. Hybrid business models can often deliver innovation and provide sustainable income to a social purpose organisations. Limitations of social entrepreneurship centre around appreciating the complexities of social issues that are always enmeshed in and connected to cultural, historical, and political contexts. Students gain increased appreciation for the frameworks they learn in their MBA when applying them in a different context, in an organisation that prioritises a social mission.



Environmental, Social, and Governance (ESG) analytics | BU7159

This course offers a comprehensive understanding of environmental, social, and governance (ESG) analytics, equipping students with the data skills needed to tackle ESG analysis and reporting challenges in varied sectors. The course will begin with Foundations of ESG, introducing key concepts, global frameworks, and sustainability metrics. Students will understand the interplay between business operations, policy frameworks, and ESG principles. In this module we will cover ESG related data sources that students will be able to use for predictive analysis and natural language processing (NLP). We will focus on techniques and statistical analysis to assess and interpret ESG data. The module covers global reporting standards (such as GRI and SASB) and guides students in evaluating the implications of ESG factors for business decision-making, using analytics-driven frameworks to align with global best practices.

Through this module, I prepare students to become analytically capable, sustainability-conscious, and responsible decision-makers. The course combines ESG theory, global sustainability frameworks, data analytics, and practical communication activities to help students understand how environmental, social, and governance considerations affect organisations, policymakers, investors, employees, communities, and wider society.

Students begin by developing a strong foundation in ESG and sustainability analytics. They examine the relevance of environmental, social, and governance factors to business strategy, public policy, risk management, organisational accountability, and long-term value creation. This enables students to understand ESG not simply as a reporting or compliance exercise, but as an important framework for evaluating organisational performance, resilience, impact, and responsible decision-making.

Students learn how to identify, access, collect, and evaluate ESG information from different sources. These may include sustainability reports, annual reports, policy documents, company websites, regulatory disclosures, ESG databases, media articles, and other structured and unstructured sources. Students are encouraged to assess the credibility, completeness, consistency, relevance, and comparability of the information they encounter.

The module also introduces students to the use of machine learning and natural language processing in ESG analysis. This helps students understand how large volumes of quantitative and textual information can be examined to identify trends, themes, risks, opportunities, and differences between corporate commitments and reported performance. In particular, students learn that ESG analysis may involve both numerical indicators and narrative information, such as sustainability statements, corporate policies, risk disclosures, stakeholder communications, and regulatory documents.



Sustainability Reporting | BU7911

Over the past decade, the way consumers, governments and investors look at sustainability issues and corporate business accountability has changed significantly. Organisations are now expected to assess how their operations are both impacted by the world and impact the world. These shifting views on the responsibility of business to society has been prompted by the increasing prevalence of issues such as climate change, the increasing scarcity of natural resources, violations of human

rights, poverty, and inequality. Sustainability reporting has become a key tool being implemented by regulators and businesses in their drive to move business onto a more sustainable path.

This module explores sustainability reporting from its genesis to its current formulation including its purpose, benefits and practicalities. This module starts with the Integrated Reporting framework, also known as the Six Capitals model, which can help companies provide a more complete picture of how it creates/destroys value across multiple dimensions. It discusses and elaborates on the seven guiding principles of integrated reporting: strategic focus & future orientation, materiality, connectivity of information, stakeholder relationships, consistency & comparability, reliability & completeness, and conciseness. It also covers the reporting process and the various types of key performance measures that should be contained within them. It then explores various international reporting standards, giving special attention to the European sustainability reporting standards. Finally, it examines issues with sustainability reporting such as Greenwashing.

Through the ESG and sustainability reporting module, I have equipped students with the knowledge and skills needed to critically engage with one of the most pressing areas of modern business practice. By introducing them to the Integrated Reporting framework, international sustainability reporting standards, and the challenges of issues such as greenwashing, students develop a nuanced understanding of how organisations measure, communicate, and manage their societal and environmental impacts.

The module is deliberately designed to build analytical and problem-solving skills by engaging students in evaluating real-world corporate sustainability reports, identifying gaps, and recommending improvements aligned with best practice. This strengthens their ability to interpret complex information, make evidence-based judgements, and consider multiple stakeholder perspectives.

The learning experience is also integrated with professional and career readiness skills. Students gain practical familiarity with sustainability reporting processes, frameworks, and performance indicators, positioning them to contribute meaningfully in roles across corporate sustainability, ESG consulting, financial analysis, and regulatory compliance. Class discussions and applied assignments replicate professional challenges, giving students confidence in applying theoretical concepts to real-world contexts.

As a result, students leave the module not only with a solid technical grounding in ESG reporting, but also with the professional competencies, critical mindset, and ethical awareness to influence sustainable business practice in their future careers.





Research

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

Research vs Research for RME/Sustainable Development

75 Peer-reviewed articles were published by Trinity Business School from this past calendar year.

vs

15 Peer-reviewed articles were published by Trinity Business School from this past calendar year in support of RME.

Research Funding

In 2025, Trinity Business School was awarded funding for research that is:



Local



Regional



National



International



Institution
Specific

Socializing Research

In 2025, Trinity Business School contributed research findings to:

- ❖ Community organizations
- ❖ Government and policy makers
- ❖ Industry and business networks
- ❖ International media
- ❖ Local media
- ❖ National media
- ❖ Open-access platforms
- ❖ Public events and lectures
- ❖ Research collaborations
- ❖ Social media and digital outreach

Research Projects

In 2025, Trinity Business School reported 4 research projects that implemented responsible or sustainable activities.

The Social Lives of Conspiracy Theorists

Period Covering: January, 2018 - July, 2025

Department: Marketing

This research programme investigates why conspiracy theories resonate, spread, and endure – reframing conspiracy belief not as an individual cognitive failing but as a communal and identity-driven social phenomenon. Culminating in a 2025 publication in *Sociology* (Hill, Murphy and Canniford), the work challenges dominant "deficit" explanations of misinformation and offers educators, policymakers, and organisational leaders a richer basis for responding to declining institutional trust. Its findings speak directly to the responsibilities of business schools in preparing graduates to lead ethically within, and help rebuild, the epistemic infrastructure of contemporary public and organisational life.



Accountability sinks, accountability gaps and technological injustice: the case of the British Post Office/Horizon IT scandal

Period Covering: July, 2024 - June, 2026

Department: Accounting | Finance

Purpose – In complex systems, digitisation creates accountability sinks, whereby decision-making is delegated to computer systems so that humans are not responsible or in control. The accountability feedback loop is broken. Accountability sinks generate responsibility voids. These, in turn, lead to accountability gaps, creating technological injustice resulting in inequalities. This research develops a model of accountability for complex systems incorporating accountability sinks, responsibility voids and accountability gaps, highlighting the impact of digitisation that led to inequality for one group of workers. The British Post Office/Horizon Information Technology (IT) scandal has been described as the worst miscarriage of justice in UK legal history. Subpostmasters were imprisoned, fined and required to compensate the British Post Office for deficits in their branch accounts, caused by the malfunctioning of the Horizon IT branch accounting system.

Design/methodology/approach – This research operationalises Davies's (2024) concept of an accountability sink, developing an analytical framework for the purpose. The dataset is based on transcripts of 111 key witness statements at the public inquiry investigating the scandal. The authors apply their analytical framework to six elements relating to the Horizon IT system operating as an accountability sink.

Findings – Our analysis confirms that six elements of the British Post Office/Horizon IT outsourcing arrangement operated as an accountability sink. The case highlights the consequences of digitised systems for technological (in)justice.

Originality/value – The research operationalises the novel accountability sink concept and shows how such digital-system flaws, which are everywhere in modern society, contributed to inequality for one group of workers.



Collaborating for the SDGs

Period Covering: September, 2018 - January, 2027

Department: Management

Problem addressed by the research

How can partnerships involving multiple stakeholders from the public, private and community sectors successfully implement the Sustainable Development Goals (SDGs)? How can they overcome different priorities and capabilities, to work together effectively?

Project description

To address the practical challenges of implementing SDGs faced by multi-stakeholder and cross-sectoral collaboration, the research involved considerable engagement in the follow-up and review processes for the SDGs, including the UN High-Level Political Forum (HLPF) on sustainable development, its preparatory process, and Ireland's Voluntary National Review process (VNR). The research was funded by the European Commission (EC) and the IRC under the Marie Curie Fellowship programme. Professor David Horan was the Marie-Curie Fellow for the research project. Policy engagements at the UN were facilitated by UCD and through secondment at the UN Sustainable Development Solutions Network in New York.

Project outcomes so far

Professor Horan has presented research findings at various UN fora to inform discussions on strategies to accelerate collaborative SDG implementation. The research has also informed policymakers and NGOs in Ireland, including Ireland's National SDG Implementation Plan 2022–24. Post-project impacts have been supported through affiliation with Stakeholder Forum for a Sustainable Future (SF), an international NGO in consultative status with the UN Economic and Social Council. Drawing on his publications, IntegrateSDGs - a research-related collaboration with SF funded by UNEP/EC - was launched at HLPF 2024. IntegrateSDGs brings together researchers, policymakers and practitioners concerned with advancing integrated and collaborative SDG implementation leading up to 2030 and beyond.

For more information

- Horan, D. (2026) [Multi-stakeholder Partnerships' Potential to Govern Climate-SDG Interactions: Evidence from the SIDS Action Platform](#). International Environmental Agreements: Politics, Law, and Economics. In press, <https://doi.org/10.1007/s10784-026-09714-3>

- Horan, D. (2022) [Research project on enabling integrated policy making with the SDGs](#), Ireland SDG National Implementation Plan 2022-24, Government of Ireland, 2022. Case Study
- Horan, D. (2022) [Towards a portfolio approach: Partnerships for sustainable transformations](#). Global Policy, Vol. 13(1), pp. 160-170.
- Horan, D. (2022) [A framework to harness effective partnerships for the sustainable development goals](#). Sustainability Science 17, 1573–1587.
- Horan D. (2019) [A new approach to partnerships for SDG transformations](#). Sustainability, Vol. 11, no. 18: 4947, pp. 1-23.



Sustainable marketing in subsistence communities

Period Covering: September, 2025 - September, 2026

Department: Marketing

There are many communities around the world whose members live in a subsistence economy, producing what they consume. It is often assumed that these communities do not set up businesses or are involved in exchange, so they do not need business and marketing knowledge. But in fact, entrepreneurial and market activity already exists in these communities, including by women. The leads to the question: how can marketing concepts and practices be adapted and reconfigured to such settings as subsistence marketplaces so as to improve the survival rates of these enterprises?

Project description

The research team developed a framework for viable business models in these low-resource environments. The framework addresses four domains that are essential: digital learning tools (technologisation), resource-efficient practices (economisation), context-sensitive delivery (economisation), and trust-based, culturally embedded engagement (culturalisation). Working with social enterprises in subsistence communities (Neurofinanzas in Mexico; Maasai Women in Tanzania) the research team has applied this research-derived framework to train women business owners in these communities. In doing so, Professor Chakrabarti has integrated local knowledge with academic insight, ensuring the success of market-based initiatives that reflect bottom-up engagement.

Project outcomes so far

The training programme has to date reached 4,558 participants across 11 states in Mexico, exceeding targets. Assessments show sustained improvements in financial literacy, marketplace decision-making, entrepreneurial activity, and the self-confidence of participants. These results demonstrate how the provision of marketing knowledge can support inclusive, culturally grounded, and sustainable livelihood creation





Partner

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

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ AMBA (Association of MBAs)
- ❖ EFMD (European Foundation for Management Development)
- ❖ Financial Times
- ❖ Local institutions and associations
- ❖ Quacquarelli Symonds (QS)
- ❖ Times Higher Education (THE)
- ❖ Ministries of Education, Higher Education, or similar national bodies
- ❖ United Nations organs other than the UN Global Compact
- ❖ Advance HE: Athena Swan Ireland
- ❖ Chartered Institute of Personnel & Development (CIPD)
- ❖ Council on Business and Society (COBS)

Student Organization Partnerships

- ❖ None



Practice

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

Institutional Policies and Practices

- ❖ Buildings/real estate
- ❖ Campus operations guides
- ❖ Carbon reduction or offset commitments
- ❖ Climate action plan
- ❖ Curriculum guidelines
- ❖ Ethical data sourcing guides
- ❖ Ethical leadership or good governance policies
- ❖ Faculty hiring, tenure, and promotion guidelines
- ❖ Greenhouse gas emissions
- ❖ Professional training opportunities
- ❖ Responsible procurement policies
- ❖ Student equity, diversity, inclusion
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Travel guides
- ❖ Water



Share

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

Engagement Opportunities

Trinity Business School offers transparent engagement opportunities for members of our institution and community to contribute to our sustainability and responsibility efforts in the following ways:

- ❖ Boards and advisory committees
- ❖ Open faculty and student meetings and town halls
- ❖ Public events and panel discussions
- ❖ Publicly accessible sustainability data and dashboards

Communication Audiences

Trinity Business School communicates its policies and progress on sustainable development and responsibility with:

- ❖ Accreditation bodies
- ❖ Alumni and donors
- ❖ Boards and advisory committees
- ❖ Business and industry partners
- ❖ Faculty and staff
- ❖ Government and policy makers
- ❖ Media and public relations channels
- ❖ Non-governmental organizations (NGOs)
- ❖ Prospective and current students
- ❖ Research and academic networks

SIGNATORY

Trinity Business School



Address

Trinity Business School, Trinity College Dublin, Ireland
Ireland



Website

<http://www.tcd.ie/business>