

PRiME

*an initiative of the
United Nations Global Compact*

Sharing Information on Progress 2026

Kemmy 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 Kemmy Business School, including key details and basic institutional data.

Mission

"We research and educate to create a sustainable and equitable future for all."

Educate

Informed by research excellence, we empower, enlighten and enrich the lives of individuals, communities, and society through education.

Sustainable

We lead the Earth sustainability agenda through our own actions and initiatives and through our ecoliterate programme design, research agenda and collaborations.

Equality

Equity and opportunity are the hallmarks of the KBS and, with our community, we will prioritise a just transition to a sustainable future with these as guiding principles.

Vision

Vision

Like many business schools globally, KBS faces a range of external and internal challenges. External challenges include a fast-changing environment with new competitors, new delivery modes, and evolving expectations for lifelong education. Internally, the KBS continues to reform its programme portfolio, develop new research funding streams, and internationalise its student body and faculty. These challenges pale in comparison to the global climate crisis and the pressing need for a just transition. Despite the scale of the task, we commit the KBS to meet our responsibility for a better future. Our Strategy shows how our history and the Jim Kemmy legacy of social justice shape our current reality and guide us into the future. It also highlights the KBS's strengths and competencies and portrays a dynamic, optimistic business school ready to meet the future and its challenges with detailed plans and the courage to see them through.

Strategy

KBS Stratigic Plan

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Institutional History

KBS Institutional History 2026

History of the KBS 1972-2024

- 1972 — Establishment of the NIHE, Limerick, 30 students enrolled on the Bachelor of Business Studies (BBS) programme.
- 1976 — First Bachelor's Degrees awarded by National University of Ireland (NUI) through UCC.
- 1984 — First Dean, College of Business appointed and Executive MBA programme launched.
- 1989 — BBS with Languages introduced (French and German, later Spanish and Japanese).
- 1989 — University status conferred on the NIHE, Limerick and the University of Limerick inaugurated. The University awards its own degrees and other academic qualifications.
- 1994 — Further re-structuring to create 4 departments in the school: Accounting and Finance, Economics, Management and Marketing, and Personnel and Employment Relations (recently renamed as Work and Employment Studies); Semester system adapted.
- 1996 — First Chair of Entrepreneurship in Ireland established in the school.
- 2000 — Centre of Excellence Designation awarded by the Certified Institute of Personnel Development (CIPD).
- 2003 — Major gift of €5 million towards a new Business School building, with a name change to Kemmy Business School (KBS); Launch of MSc in Financial Services programme.
- 2004 — Signing of major 10-year partnership agreement with the Irish Revenue Commissioners to accredit taxation education programmes for Revenue staff at Diploma and Degree levels and National Centre for Taxation Studies (NCTS) established.
- 2008 — All KBS departments move to new purpose-built location incorporating the first Trading Floor in a business school in Ireland; first integrated Research Strategy adopted; KBS becomes the first Business School in Ireland to sign up to the UN Global Compact Principles for Responsible Management Education (PRME).
- 2009 — EPAS Accreditation awarded for BBS Suite of programmes and the MSc in HRM.
- 2010 — The Global Accreditation Centre (GAC) of the Project Management Institute accredits the Masters in Project Management; the Psychological Society of Ireland (PSI) gives full accreditation to the MSc in Work and Organisational Psychology, making it the first such accredited programme in Ireland.
- 2012 — EPAS re-accreditation for BBS Programmes and MBS in HRM; First cohort registered on the new BA in International Business (BAIB).
- 2013 — KBS becomes a PRME Champion School and an active member of GRLI.
- 2014 — Corporate MBA programme awarded full AMBA accreditation (5 years) on first application; Partnership agreement with the Revenue Commissioners extended for 10 years.
- 2015 — EPAS re-accreditation awarded for BBS programmes (5 years) and MSc in HRM (3 years); Membership of GBSN.
- 2017 — KBS receives prestigious 'Recognition for Excellence' award from the UN for PRME reporting.
- 2019 — KBS becomes AACSB accredited school; AMBA accreditation successfully renewed; KBS receives Athena SWAN Bronze award to the expanded charter, the first business school in Ireland to do so.
- 2020 — Develops its Digital Hub a high spec production suite creating asynchronous and innovative teaching materials.
- 2021 — KBS becomes an EQUIS accredited school and receives making it Ireland's 3rd triple accredited business school.
- 2023 — UL and KBS both achieve Athena SWAN Silver Awards, two first in Ireland.
- 2024 — KBS receives both EQUIS and AMBA reaccreditation, maintaining triple accreditation status. UL climbs 100+ places to 426 overall in the 2024 QS World University Rankings.
- 2026 — KBS Awarded PRME Champion status for 2026-2027

Graduates & Enrollment

2025 Statistics	Number
Graduates	1226
Faculty & Staff at the University	2120
Faculty & Staff at the Institution	126
Student Enrollment at the University	19742
Student Enrollment at the Institution	3018
Undergraduate Attendance	548
Masters-Level Postgraduate Attendance	422
Doctoral Student Attendance	9
Certificate, Professional Development, or Continuing Education Attendance	247

Degrees Offered

Bachelor Programs

-  Bachelor of Science (B.Sc. or B.S.)
-  Bachelor of Arts (B.A.)

Masters Programs

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

Doctoral Programs

-  Doctor of Philosophy (Ph.D.)
-  Doctor of Philosophy (D.Phil.)

Undergraduate Degree Programmes

-  Bachelor of Business Studies with French (advanced)
-  Bachelor of Business Studies with German
-  Bachelor of Business Studies with Japanese
-  Bachelor of Business Studies with Spanish
-  Bachelor of Arts in International Business
-  Bachelor of Arts in Law and Accounting

Masters Degree Programmes

-  MSc in Machine Learning for Finance
-  MSc in Management
-  MSc in Marketing, Consumption and Society
-  Work and Organisational Behaviour/ Psychology
-  MSc in Insurance and Risk Management
-  MSc in Accounting
-  MSc Finance
-  MSc in Business Analytics
-  MSc in Human Resource Management
-  MSc in International Management

Postgraduate Degree Programmes

-  PhD Accounting and Finance
-  PhD Economics
-  PhD Work and Employment Studies
-  PhD Management and Marketing
-  Doctorate of Business Administration

Certificates, Professional Development, or Associate Programmes

-  Prof Diploma in Contemporary Taxation
-  Professional Diploma in Sustainable Work
-  Business Administration - Executive MBA



Purpose

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

Letter of Commitment



Ollscoil Luimnigh
University of Limerick

Kemmy Business School
Scoil Ghnó Kemmy

14 September 2026

To whom it concerns,

As the incoming Executive Dean of the Kemmy Business School, I take great pleasure in confirming our continued long-term commitment to PRME and Responsible Management Education for 2026.

Earlier this year, we were delighted to retain our status as a PRME Champion school, reflecting the School's continued leadership in advancing responsible management education.

This year has seen a number of new initiatives to advance this work. We launched KBS Stories: Sustainability in Action, showcasing colleagues' real-time examples of sustainability and responsible management practice from across our School and wider community. We have continued to build valuable partnerships in support of our mission, progressed our Sustainability and Responsible Management KBS Sub-strategy, and deepened our engagement with Irish signatories of the UN Global Compact. In September 2025, our first year Bachelor of Business Studies cohort of over 550 students received Climate Awareness training in their first week on campus and this effort will be replicated this year.

Professors Orla McCullagh and Annmarie Ryan continue to lead this work, carrying forward the ethos of social responsibility of Jim Kemmy, after whom our Business School is named. This year they continue to work collaboratively with our faculty to embed sustainability into every module the School teaches. Our goal remains to ensure each student is comprehensively exposed to sustainability issues via the principles of responsible management education and our mission: "We research and educate to create a sustainable future for all".

We look forward to an exciting year ahead.

Yours sincerely

An tOllamh Mícheál Ó Muirthile/Professor Michael Morley
Déan Feidhmiúcháin/Executive Dean
Ollúnacht le Bainistíocht/Chair in Management
DeanKBS@UL.ie

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Uimhir Charthanais Chláraithe / Registered Charity Number: RCN 20009274

ul.ie/business

Definition of Purpose

For KBS, purpose is not an abstract aspiration but the school's organising logic. The KBS mission: “We research and educate to create a sustainable and equitable future for all.” KBS reframes the global PRME purpose principle as a locally rooted, mission-driven commitment to sustainability and equity that drives the institution's work, and PRME as the mechanism that holds that commitment accountable, celebrates innovations, and drives continuous improvement.

Institutional Engagement

51% - 75% of faculty at Kemmy Business School actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.

Continue telling your story

PRME_KBS_Purpose

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PRME_KBS_SK_PRME

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Values

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



How We Define Values

KBS intends to be recognised as a values-led business school where sustainability is embedded across education, research, and practice; a regional anchor with global influence; and a learning organisation that uses PRME as a catalyst for transformation rather than a badge of compliance.

Who Champions Responsible Management Education at Our Institution

- ❖ PRME Committee
- ❖ Joint Academic Leads
- ❖ Senior Administrator
- ❖ Executive Dean

Student Voices

The following narratives demonstrate how Kemmy Business School has influenced students' academic journey and personal growth.

KBS PRME Students

KBS Students took part in a sustainability collaboration and innovation event on Tuesday 28th October. Ably hosted by KBS PRME committee members and PhD students, Ellen Jordan and Ben Kiely, the event was well attended and an appetite to develop a strategy for KBS PRME Students was evident. This group have begun work on developing a strategy to support greater awareness of the opportunities and initiatives of PRME Students.

Student Feedback

PhD student Niamh O'Malley (Graduate of Bachelor of Business Studies and MSc in Insurance and Risk Management)

"Studying at the Kemmy Business School in the University of Limerick changed how I think about business. I came in seeing organisations primarily in terms of profit and performance, however many different modules, specifically the Corporate Sustainability module I took during my Master's degree here, showed me how decisions ripple and cascade to employees, communities and the environment. It pushed me to ask not just "does this work?" but "who does this affect, and is it fair?"

That shift in thought process has translated beyond the classroom. From a personal perspective, I now think differently in terms of my own consumption, and I now look at the sustainability commitments of companies I shop with, and have a much stronger preference for second-hand

websites. From a professional perspective, I now feel better prepared to be the kind of professional who can balance commercial goals with corporate responsibility, and I expect that perspective to shape the career choices I make."

Student Awareness

0% - 25% of students at Kemmy Business School are aware that we are a PRME Signatory Member.

Student Engagement

0% - 25% of students at Kemmy Business School actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.

Values Voices

UL Other Values

University of Sanctuary

The UL University of Sanctuary Scholarship provides tuition fee waivers (ie, no fees) to first-time higher education applicants who identify as a refugee, asylum seeker or a person in a refugee-like situation as defined by the [UNHCR 1951 Refugee Convention](#) and who have made an application for International Protection in Ireland.

UL-led programme supports local leaders to combat complex social problems

A UL-led programme is supporting local leaders and public officials to rethink how they combat significant social issues that are affecting communities across Ireland.

The Local Leadership Programme, developed by UL's Research Evidence into Policy Programmes and Practice (REPPP) project and funded by the Department of Justice, Home Affairs and Migration, is assisting leaders in the statutory, community and voluntary, and educational sectors to examine complex problems that are rooted in poverty, inequality, ethnic differences, illicit drug use and community violence.

SALAAM

The Sustainable Alliances Against Anti-Muslim Hatred (SALAAM) project is an EU Commission funded project led by Dr James Carr in the University of Limerick, in partnership with civil society organisations: Doras, the Immigrant Council of Ireland and the Irish Network Against Racism. SALAAM

is focused on fighting anti-Muslim hatred through: the provision of improved resources and supports to victims; the development of anti-racism training for local authority staff; the implementation of sustainable community participation platforms; and the creation and dissemination of public awareness campaigns.



Celebrating Values

The following demonstrates ways in which our institution celebrates values in various specializations.

UL Alumni Awards

UL Alumni Awards 2025



The 18th annual UL Alumni Awards Gala Dinner took place on 26 September at Limerick's Castletroy Park Hotel, celebrating the achievements of the 2025 Award Recipients: trailblazing jockey [Rachael Blackmore](#), three-time Olympian [Thomas Barr](#), humanitarian [Joseph Kinahan](#) and activist [Tomás Heneghan](#).

This year's awardees join a distinguished group of just 56 alumni who have been honoured since the awards were established in 2006 to recognise graduates who have made outstanding contributions in their fields.

Speaking at the event, Acting UL President Professor Shane Kilcommins hailed the "extraordinary achievements" of each recipient, noting that they had "each made a profound contribution to society". He told the audience that the awardees remind the University "of what is possible when talent, purpose and perseverance come together", describing them as "the embodiment of the values we hold dear at UL: leadership, dedication, compassion and service".

He added that their achievements highlighted "the transformative power of staying the course, the value of your engagements with education and the extraordinary potential of our alumni to shape a better world". Addressing the recipients directly, he concluded: "You are the bridge between past and future. You are the living legacy of this university. And you are the architects of its next chapter."

Over 200 guests attended the event, which was supported by event partners Analog Devices, Stryker, Unijobs and the UL Foundation. The evening was hosted by UL alumna and broadcaster Máire Treasa Ní Cheallaigh.

UL Presidents Volunteer Awards

President's Volunteer Awards 2025



The President's Volunteer Award (PVA) formally acknowledges the significant role volunteering has in the life of UL students.

The primary goal of the PVA is to harness, acknowledge, support, and grow the contributions our students make to their communities, both on and off campus, through volunteering.

All PVA recipients are registered UL students, and all have contributed 12, 20, 40, 60 or more volunteer hours to numerous charities and organisations over the previous academic year. There are five Awards: Gold, Silver, Bronze, Plassey and Overseas.

To date, 5,148 UL students have received a PVA by completing a combined 291,482 volunteer hours.

UL Presidents Staff Excellence Awards

President's Staff Excellence Award Winners 2024/25

The PSEAs are a chance to celebrate the commitment, passion, and hard work of our colleagues, providing an opportunity to publicly acknowledge and thank outstanding contributions to the University and the campus community.

The awards were presented on 30 April 2025 in the East Room, Plassey House by the Acting President, Professor Shane Kilcommins.

The awards include recognition of: Exceptional Colleague, Continuous Improvement, Student Experience, Contribution to the Campus Community, Leadership, Digital Innovation, Sustainability, and Exceptional Team.

Robert Dalton, Education Technologist KBS, received recognition in Sustainability for leading the UL Christmas Bike Appeal initiative.



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



Teach

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



How We Define Teach

We view teaching as a dynamic process that transforms learning environments to promote intellectual and personal growth. Supporting the ongoing cycle of learning, unlearning, and relearning cultivates a growth mindset and nurtures resilient, innovative, reflective, and responsible lifelong learners. Pedagogies empower students to question, take responsibility and lead in building sustainable, equitable societies.

Courses that support RME

Kemmy Business School reports 1 course in 2025 that support responsible management education and sustainable development goals.

Digital Futures Lab | MI6103

The Digital Futures Lab (DFL) is an interdisciplinary, studio-based module in which students work with community, industry and public-sector stakeholders on place-based sustainability challenges. Structured around missions, such as decarbonising Limerick, building a circular food economy and reimagining higher education, DFL moves responsible management education beyond classroom discussion into collaborative inquiry and action. Students use systems mapping, futures thinking, stakeholder analysis and participatory design to examine how social, economic and environmental problems are interconnected, whose interests are served, and who may be excluded. Working in diverse teams, they develop alternative scenarios and translate them into tangible, testable interventions and credible pathways for change. The module strengthens students' capacity to navigate uncertainty, question dominant assumptions, engage responsibly with competing perspectives and understand markets and organisations as systems that can be reshaped. Through reflection, co-creation and public presentation, DFL cultivates agency, ethical judgement and the collaborative capabilities needed to advance the Sustainable Development Goals.

DFL helps students move from feeling overwhelmed by sustainability challenges to recognising their capacity to shape change. Rather than offering optimism detached from difficult realities, the module cultivates critical hope: students confront ecological vulnerability, social inequality and economic pressures while learning that futures remain open, contested and collectively made. Through direct engagement with farmers, community organisations, public bodies and businesses, they see how systemic problems are experienced in everyday life—and how local knowledge can inform alternative ways of organising. Futures tools give students permission to question what appears inevitable, imagine possibilities beyond business as usual and make those possibilities tangible through scenarios, prototypes and interventions. Publicly presenting their work further develops confidence, responsibility and a sense that their ideas matter. Students leave with more than sustainability knowledge: they develop agency, collaborative capability and experience of working with others to turn uncertainty into a space for responsible imagination and purposeful action.



Educator Recognition

At Kemmy Business School, we recognize educators for quality of teaching in the following ways:

- ❖ Annual teaching excellence awards
- ❖ Course evaluation scores
- ❖ Faculty promotion and tenure consideration
- ❖ Student-nominated teaching awards

Barriers to Innovative Curriculum

In 2025, Kemmy Business School identified the following barrier to innovating, updating, or taking risks in existing curriculum:

- ❖ Accreditation constraints

Barriers to Innovative Pedagogy

In 2025, Kemmy Business School identified the following barrier to innovating, updating, or taking risks in existing pedagogy:

- ❖ Accreditation limitations

Continue telling your story

Foundations in ESd

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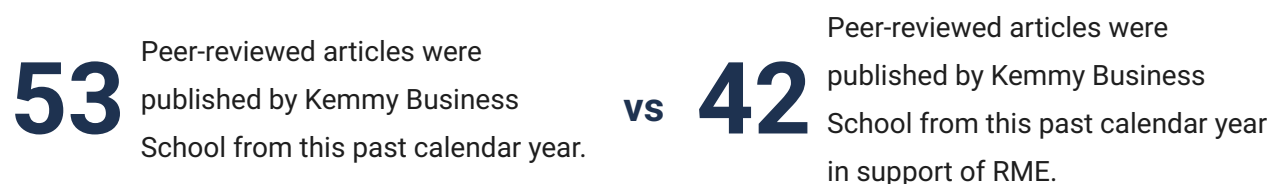
Research

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

How We Define Research

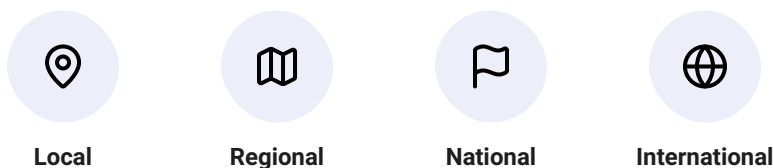
The PRME Principles have shaped KBS's strategy for sustainability and responsible management; under Research, our objective is to strengthen KBS's role in producing research that shapes sustainable markets, organisations, and policy. We will continue to align research excellence with societal relevance.

Research vs Research for RME/Sustainable Development



Research Funding

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



Socializing Research

In 2025, Kemmy Business School contributed research findings to:

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

Research Awards

In 2025, Kemmy Business School was awarded 1 research award for responsibility- and/or sustainability-related research.

2025 PSI MSc Dissertation Award

Granter: Division of Work & Organisational Psychology (DWOP) of the Psychological Society of Ireland (PSI)

Grantee: Sara O'Shea

Award Description:

The Kemmy Business School congratulates Sara (Sally) O'Shea on winning the 2025 PSI MSc Dissertation Award. The award is sponsored by the Division of Work & Organisational Psychology (DWOP) of the Psychological Society of Ireland (PSI).

Sally was presented her award by her dissertation supervisor and MSc Programme Director, Dr Jill Pearson on behalf of DWOP. Sally graduated Monday with an MSc in Work & Organisational Psychology.

Research Presentations Related to RME and/or Sustainability

In 2025, Kemmy Business School gave 1 research presentation related to RME and/or sustainability.

5th CSEAR Ireland Conference: Review and renew: Reflections and renewed commitment to sustainability

Authors: McCullagh, Orla and Lynch, Ruth

Date of publication: November, 2025

Presented at: National or international discipline-specific conference

Department: Accounting

The conference theme, **Review and renew: Reflections and renewed commitment to sustainability**, recognises the myriad of geopolitical complexities and operational issues that can appear insurmountable. It is important to reflect on what has been accomplished despite these challenges and to further renew commitment to sustainability.



Publications Related to RME and/or Sustainability

Learning to learn differently: Studio-based education for responsible management

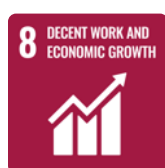
| [DOI](#)

Authors: Annmarie Ryan a , Catherine Morel b , Jennifer Goodman b , Jan Hermes c , Mohsin Abdur Rehman c , Céline Louche d , Anne Keranen c , Mari Juntunen c

Date of publication: December, 2025

Department: Management

The pressing need to address the Sustainable Development Goals (SDGs) in business education demands a shift from traditional teaching methods toward design-inspired pedagogical models. This paper introduces a specific pedagogical innovation, that is, a Design for Iteration (DFI) strategy embedded within a studio-based learning environment, developed through a cross-institutional partnership to educate future business leaders. The studio model emphasizes experiential, visual, and iterative learning processes such as the ‘crit’, prototyping, and peer-led feedback. Anchored in a heutagogical (self-determined) approach, this innovation moves beyond isolated creative exercises toward sustained engagement with complex, real-world sustainability challenges. Drawing on qualitative data from the implementation of the EULab Nantes studio, the paper explores how iterative, practice-based learning develops critical skills in adaptive thinking, problem-framing, collaboration, and system-level inquiry. The findings underscore the role of socio-materiality and peer-led sense-making in shaping meaningful learning and identifies the studio as a space for cultivating the mindsets and capabilities central to responsible management and sustainability education. By foregrounding the studio as a site for prototyping sustainable market futures, the paper contributes to reimagining business schools as platforms for transformative sustainability learning.



Research Voices

The following statement demonstrates a way in which researchers at Kemmy Business School bring sustainability and responsible management into their research.

UL Citizen's Assembly

The UL Citizens' Assembly has established itself as a pioneering approach to university–community collaboration, placing the voices of Limerick's citizens at the heart of the UL research and innovation agenda.

Now in its third year, the Assembly has evolved into an annual platform for showcasing innovative, communityfocused projects from UL researchers that align with the UN Sustainable Development Goals (SDGs). The Assembly brings together citizens from across Limerick city and county to review, discuss, and select academic proposals for financial support with the potential to drive meaningful local change.

<https://ulcitizensassembly.ie/wp-content/uploads/2025/04/Citizens-Assembly-2025-brochure-e-version-1.pdf>

The Kemmy Business School was represented by Dr Jean McCarthy, Cr Christina O'Connor, and Dr Mary Curtin with their 'Climate Leadership through Nature's Canvas' project.

Climate Leadership through Nature's Canvas

Our children represent the "generation most affected" and hold a unique position within their families, schools, and wider communities to promote pro-environmental behavioural change. This project will develop climate leadership among primary school children in Limerick through a set of creative activities, culminating in a collective green art canopy installation.



Dr. Jean McCarthy, Dr. Christina O'Connor and Dr. Mary Curtin with a pupil from Monaleen National School



UL Citizens' Assembly

17 PARTNERSHIPS FOR THE GOALS



4 QUALITY EDUCATION



13 CLIMATE ACTION



11 SUSTAINABLE CITIES AND COMMUNITIES





Climate Leadership through Nature's Canvas



Developing climate leadership capabilities among young people across Limerick through play and creativity



Our children represent the "generation most affected" by climate change and so hold a unique position within their families, schools, and wider communities to promote pro-environmental behavioural change

This project will develop climate leadership among primary school children in Limerick through a set of creative, research-led activities, culminating in a collective green art canopy installation

Collaborators



Artists



Primary Schools



Academia



Industry



**An Chomhairle Oidhreachta
The Heritage Council**

-  Play-based climate science
-  Collaborative green art canopies
-  Impacting research, policy, and practice
-  Collective responsibility
-  Individual growth
-  Empowering young voices
-  Building leaders of the future

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Climate Leadership through Nature's Canvas



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Collaborators



Artists



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Academia



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**An Chomhairle Oidhreachta
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-  Play-based climate science
-  Collaborative green art canopies
-  Impacting research, policy, and practice
-  Collective responsibility
-  Individual growth
-  Empowering young voices
-  Building leaders of the future

Research Barriers

In 2025, Kemmy Business School identified the following barrier to conducting research related to sustainability and/or responsibility:

- ❖ Funding challenges

Continue telling your story

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Partner

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

How We Define Partner

Partners comprise business people, social and commercial organisations, public sector organisations, government agencies, professional organisations, community groups, educators, civil society, and academia, centred on knowledge creation and exchange, curriculum development, research, social impact, social inclusion, community engagement and funding applications

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ AMBA (Association of MBAs)
- ❖ EFMD (European Foundation for Management Development)
- ❖ GRLI (Globally Responsible Leadership Initiative)
- ❖ Times Higher Education (THE)

Student Organization Partnerships

- ❖ Enactus

Partnerships

The following provides more details on 1 key partnership at Kemmy Business School.

University of Galway, South East Technological University(SETU), Technological University Dublin(TUD)

The design and delivery of CreateHER, a personal and professional entrepreneurial leadership programme targeted at female undergraduate students. CreateHER is designed to help female students build confidence, strengthen leadership skills, and develop an entrepreneurial mindset and behaviours.

The 6-week programme is a collaboration between the Kemmy Business School (KBS) and the Technology Office and was delivered to 35 female undergraduate students from a variety of disciplines, including Business, Production Management, Science, and Immersive Software Engineering.

Throughout the six weeks, students explored various topics such as developing an entrepreneurial mindset, working in teams, turning ideas into action, and leadership(LeadHERship) for personal and career success. The programme also featured unique training sessions on building strong networks (Network IQ training) and learning how to thrive in uncertain situations (Safe Uncertainty Training). Additionally, each week included guest lectures from female entrepreneurs and senior leaders, who offered practical advice and insights on succeeding in entrepreneurial and leadership careers.



Practice

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

How We Define Practice

The KBS aims to model responsible management through its operations, governance, and reporting, and to engage with industry for mutual learning and support.

Institutional Policies and Practices

- ❖ Carbon reduction or offset commitments
- ❖ Climate action plan
- ❖ Local staff/student/faculty transportation
- ❖ Open-access guides
- ❖ Student equity, diversity, inclusion
- ❖ Sustainability strategy or strategic plan (school or university level)

Practice Awards

In 2025, Kemmy Business School received 1 award for responsible and/or sustainable practices.

UL awards

Granter: Education Awards

Grantee: Univesity of Limerick



Share

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



How We Define Share

At KBS, Share means openly communicating our successes, challenges and progress, while enhancing transparency, dialogue and engagement internally and with stakeholders. By sharing experiences and learning, including through PRME 'Sharing Information on Progress' reports and accreditation processes, we support collective learning and continuous improvement in sustainability and responsible management.

Engagement Opportunities

Kemmy 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:

- ❖ Annual reports
- ❖ Partnerships with local organizations
- ❖ Student and staff volunteer programs
- ❖ Sustainability-focused research and collaboration Opportunities
- ❖ Community events and consultation forums

Communication Audiences

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

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

Communication Barriers

Kemmy Business School faces the following barriers in transparent communications:



**Feedback
loops**



**Audience
reach**

SIGNATORY

Kemmy Business School



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Website

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