

MONASH
BUSINESS
SCHOOL

STUDENT PROGRESS REPORT

2026



PRME Principles for Responsible
Management Education

an initiative of the United Nations Global Compact



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ACKNOWLEDGEMENT OF COUNTRY

Monash Business School acknowledges the people of the Kulin Nations as the traditional custodians of the unceded lands on which our campuses are located. We pay our respects through our research, teaching and learning to the Wurundjeri and Boon Wurrung Elders and their past, present and future communities.



Message from the Dean

Adoption of the Principles for Responsible Management Education



I am pleased to present the 2026 PRME Student Progress Report and reaffirm Monash Business School's commitment to the Principles for Responsible Management Education (PRME).

Responsible management education continues to be an important part of our Business School. Through teaching, student initiatives, industry engagement and research, we continue to support students in developing the knowledge and skills to become responsible leaders and contribute to a more sustainable future.

This year, our students have continued to bring PRME principles to life through sustainability activities, community engagement and practical learning experiences.

The strong participation in our student surveys has also provided valuable insights into how students experience sustainability and responsible management education at Monash Business School.

As we look ahead, we remain committed to strengthening responsible management education and creating more opportunities for students to engage with sustainability both inside and outside the classroom.

A handwritten signature in black ink, likely belonging to Professor Simon Wilkie.

Professor Simon Wilkie
Head, Monash Business School
Dean, Faculty of Business and Economics

Executive Summary

The **2026 PRME Student Progress Report** highlights how the Monash Business School has been advancing responsible management education through student leadership and international engagement. It also provides insights from both the Positive Impact Rating (PIR) survey and the student-run PRME student survey.

This year, five students took on the role of PRME representatives: Nailah Zaman, Amber Wong Lih Thong, Venudi Widanagama, Riley Kleinschmidt, and Lara Oana. Each student representative brought a breadth of strengths in leadership, community work, and sustainability.

The 2026 PIR survey results demonstrate that the Monash Business School has been able to utilise its governance and culture to move the school ahead, prepare students to become responsible leaders in business and society, and actively engage to earn the trust of students and society to a relatively great extent.

The PRME student survey results demonstrate the increase in students' awareness of the Monash Business School being a PRME signatory, however, further work is required to increase the visibility of sustainability within units.

This report highlights multiple units across the Monash Business School's departments that actively engage with sustainability and/or the PRME in order to shape ethical, socially responsible and evidence-driven decision-makers.

Outside of the classroom, student organisations have played a key part in bringing the PRME values to life. Monash SEED organised and promoted events that encouraged students to adopt a more sustainable lifestyle and contribute to positive social impact whilst also actively participating in community volunteering activities. MONSU Caulfield actively engaged in addressing food insecurity whilst also reducing food waste. They also incorporated sustainability within their events. AIESEC's YouthSpeak Forum provided an avenue for students to discuss pressing issues related to the UN's SDGs. Their keynote presentations, workshops, and networking events also provided students with valuable opportunities to strengthen their skills in order to contribute to creating solutions that have a positive social and environmental impact. The Xi Epsilon Chapter's work advances the SDGs and PRME.

Ultimately, this report highlights the positive impact the Monash Business School and university extracurriculars have had on students, and how the positive impact our institution has can be strengthened.

PRME Student Representatives

Amber Wong Lih Thong

Amber Wong Lih Thong is a Bachelor of Business student at Monash University, majoring in Management and Sustainability. She is interested in sustainability and responsible management and currently serves as the Sustainability Officer at MONSU Caulfield. In this role, she supports sustainability campaigns, educational activities, and volunteering opportunities that encourage students to take action towards the United Nations Sustainable Development Goals (SDGs). As a PRME Student Representative, Amber aims to promote responsible management and encourage greater student involvement in sustainability.



Nailah Suha Zaman

Nailah Zaman is a fifth-year Bachelor of Laws (Honours)/Bachelor of Commerce student majoring in Management Studies. She has consistently engaged in multiple units that cover issues related to one or more of the SDGs and/or sustainability. Nailah's academic experiences have stoked a greater appreciation for the positive impact that stems from taking climate action in a myriad of ways (such as legal action). As a PRME Student Representative, Nailah hopes to further the Monash Business School's ability to make a positive impact and increase students' awareness of and engagement with issues relating to sustainability and the SDGs so that future graduates go into the world and make business decisions that go beyond solely maximising an organisation's profit.



PRME Student Representatives

Venudi Widanagama



Venudi is passionate about sustainability and creating positive social and environmental impact through business and community initiatives. She has actively contributed to sustainability-focused activities through Monash SEED, including organising and promoting events. She has also participated in volunteering activities such as marathon volunteering and Feed One, Feed All. Through these experiences, she has developed a strong interest in sustainable living, climate action and using business and marketing skills to encourage positive change within the community.

Lara Oana

This year, Lara Oana joined as a PRME student representative at Monash Business School.

Previously Regional Leader for Oceania with PRME Global Students, she has represented Monash internationally, serving as facilitator, judge, and panel moderator at major forums such as the 2024 PGS Summit and Sustainability Awards. In addition to her global work, Lara leads outreach across Australia and New Zealand, engaging student organisations and collaborating with regional leaders worldwide to strengthen PRME's impact and advance responsible management education.



PRME Student Representatives



Riley Kleinschmidt

Riley Kleinschmidt is in her third year of a Bachelor of Accounting and Business at Monash University, majoring in Sustainability and Responsible Management. Her studies reflect a strong interest in understanding the economic drivers behind climate change and exploring practical ways she can contribute to a more sustainable future. Through her degree, Riley has developed an appreciation for the role that responsible practices and effective leadership can play in addressing environmental and social challenges. As a PRME Student Representative, she hopes to encourage more students to engage with PRME initiatives, foster meaningful conversations around sustainability, and inspire others to help build a more sustainable future.

PIR Student Survey

The Positive Impact Rating (PIR) survey is a global, student-led assessment that assesses the positive impact of institutions.



This survey assessed the Monash Business School across 3 areas (and their respective dimensions): Energizing (Governance and Culture), Educating (Programs, Learning Methods, and Student Support), and Engaging (Institution as a role model and Public Engagement). These dimensions are assessed through questions utilising a Likert scale from 0-10, where 0 means 'I don't know', 1 means 'I don't agree', and 10 means 'I completely agree', to determine students' perceptions of the Monash Business School's current state to create a positive impact in each dimension. The survey also asks open-ended start/stop questions to gauge students' thoughts on what they'd like the Monash Business School to start and stop doing to create a positive impact through its management education.

This year, the Monash Business School was fortunate enough to receive 457 student responses to the PIR survey. This was over quadruple the minimum number of responses required (100) for the PIR survey and the number of responses we received in 2023 (101) when we last participated in the survey. As a result of this year's significant increase in responses, we've been provided with a more concrete understanding of the Monash Business School's positive impact.

Energizing

In this section, students were asked 6 questions to assess how governance and culture move the school ahead. Both this year's survey and the 2023 survey garnered an overall score of 8.3 for Energizing, demonstrating a consistent student view of mostly agreeing that the Monash Business School's vision includes social engagement; that sustainability and societal engagements are a driving force for the school; that the school is aligned with its purpose and vision; that change & innovation is a natural part of the school's culture; that people in the school are motivated beyond self-interest; and that the school supports personal development.

Educating

Here, students were asked 10 questions to assess the degree to which students are being prepared to become responsible leaders in business and society. This year's survey received a score of 8.1 for Educating, 0.1 below the 2023 survey score, demonstrating a consistent, albeit quite minimally reduced, student view of mostly agreeing that ethics, responsibility, and sustainability are integrated to a great degree into Monash Business School's study programs; that their study program helps them develop skills to become a responsible leader; that students are trained to apply methods and tools to societal challenges; that the teaching methods at the Monash Business School are innovative to a great degree; that students are supported to a great degree to engage with business and societal stakeholders to create a positive impact in society; and that they are supported to address societal challenges.

Engaging

In this final area, students were asked 4 questions to assess Monash Business School's active engagement to earn the trust of students and society, and its status as a respected public citizen. Just like the 2023 survey, this year's survey achieved a score of 8 for Engaging, demonstrating a consistent student view of mostly agreeing that the Monash Business School reports on its responsibility and sustainability goals and performance; that Monash Business School graduates are prepared to deal with sustainability challenges in their jobs to a great degree; that a great level of responsibility and sustainability engagement is demonstrated among the school's faculty, staff, and students; and that the Monash Business School's responsibility and sustainability engagement is recognised to a great degree by the public.

Start/Stop Results

In addition to students mostly agreeing that the Monash Business School strongly demonstrates the 7 dimensions across the 3 areas, the students' responses illuminated 5 key things the Monash Business School should start doing and 5 key things the Monash Business School should stop doing in support of its commitment to providing management education that results in a positive impact for the world.

Students would like the Monash Business School to **start**:

1. More programs with positive social / sustainability impact
2. More real-world, hands-on & practical learning (cases, projects, internships)
3. Greener campus operations (reduce plastic, paper, food waste, energy & emissions)
4. Stronger partnerships with companies, NGOs & community/industry
5. Better support for mental health, wellbeing & international students

And, the students would like the Monash Business School to **stop**:

1. Stop treating sustainability as optional, siloed or greenwashing
2. Stop pure-theory / outdated lecture-heavy teaching; more practical
3. Stop unethical investments & partnerships with polluting industries
4. Stop high tuition, fees & inaccessible costs
5. Stop forcing irrelevant required courses & administrative bloat

Conclusion

Overall, the PIR survey results demonstrate that the Monash Business School has been successful in maintaining a consistent approach to showing a positive impact culture, embedded in governance and systems, with visible results in many impact dimensions. This amazing performance has resulted in the Monash Business School attaining the second highest rating of a Level 4 Transforming School. In addressing the start/stop activities identified by students, the Monash Business School can continue to maintain, and even improve, their rating as an institution.

PRME Student Survey

This year we conducted an exploratory survey in July and August of 2026 to gauge the awareness undergraduate and postgraduate business students have of PRME and responsible education at Monash, and to identify areas where new initiatives could create the most impact. Our survey reached over 250 students across the Monash Business School, doubling the number of responses from last year (124).



Academic Exposure

Our survey results demonstrate that a small number of participants have encountered sustainability in their studies. Our data demonstrates that most of these encounters occurred mostly in management and accounting units such as MGX1010 - Introduction to Management; MGF5961 - Supply Chain Management; ACC2200 - Introduction to Management Accounting; ACX2900 - Accounting for Sustainability; ACF3200 - Management Accounting; ACF5100 - Strategic Management Accounting; and ACX5800 - Accounting for Climate Change. This suggests that further work is required to ensure students are able to encounter sustainability in other business units, outside of management and accounting, to provide them with a more holistic understanding of how sustainability interacts with other areas of business. However, it should be noted that this year's survey limits academic exposure to sustainability to units studied in Semester 2 of 2025 and Semester 1 of 2026, thus potentially resulting in skewed results of the overall sustainability encounters students have had in their studies. Further research is required to truly gauge the interaction students have with sustainability throughout their whole business degree.

Academic Impact

Another thing of note is that approximately 67.8% of respondents reported that Responsible Management (Business) Education at Monash University had positively influenced their academic journey and personal development, an increase of 3.8 percentage points from the equivalent 2025 survey.

Within those positively influenced, a common response emerges as to how they have been influenced: that they must look beyond the goal of merely making a profit, but rather consider the wider impacts of business decisions (e.g. sustainability, ethics, stakeholder interests, and long-term value) and ensure that a positive impact is made.

Respondents were also asked how they hoped their degree would help them contribute to a more ethical, inclusive, or sustainable world, with a majority hoping such would be achieved through economic development. Other common responses included environmental sustainability and ethical leadership. Corporate governance and social equity garnered the least amount of mentions.

Extracurricular Exposure

Our survey also found that outside of business units, a limited number of respondents encountered sustainability through their student society's events on sustainability and other extracurricular activities. Encounters with sustainability through extracurricular activities within Monash University can be tied to bodies such as SEED and the Beta Alpha Psi-Xi Epsilon Chapter. Similar to last year, this limited interaction between sustainability and university extracurricular activities suggests that further partnering with student clubs to co-host SDG-aligned events and scaling of grassroots initiatives is needed to further students' exposure to sustainability outside of the classroom.

PRME Awareness

Additionally, the number of students who knew that the Monash Business School was a PRME signatory has increased from less than 25% in 2025 to approximately 44% in 2026. Whilst significant improvements have been made, the data suggests that further work needs to be done to continue increasing the visibility of PRME through orientation, core unit outlines, and stronger showcasing of student society contributions. One way in which we achieved this, albeit after this survey closed, was through the promotion of PRME at the 2026 Accelerate Your Business Era event, where student representatives spoke to interested students about PRME and the role of PRME student representatives. Doing so made students both aware of Monash Business School's commitment to PRME, interested in wanting to voice their opinion on how the MBUS can be more sustainable and/or make a positive impact, and interested in becoming student representatives themselves.



Conclusion

Overall, our survey demonstrates greater engagement with students across the MBUS to gauge an understanding of how students engage with responsible management education. It highlights that management and accounting units play a key part in making sustainability a visible factor for students to consider during business decisions, resulting in students realising that they must not solely focus on profit maximisation, but consider a myriad of factors. It also recognises that whilst students have had limited interactions with sustainability through university extracurriculars, further work can be done to increase such exposure. Additionally, our survey highlights that further action needs to be taken to increase students' awareness of Monash Business School's commitment to PRME. By continuing our work to make PRME more visible to students, the MBUS can help shape future graduates to think more holistically when making business decisions to ensure a more sustainable future for all.

Sustainability Inside the Classroom

One of the key questions in the survey asked students how they engage with sustainability and responsible business practices through their studies. PRME emphasises the role of universities in advancing values such as ethical business, responsible leadership, and careers that deliver positive social and environmental impact. Business units are not only avenues to build awareness within students but also platforms where students can actively apply responsible management principles within their work.

At the Monash Business School, several units have embedded sustainability within their teachings, thus inspiring students and strengthening Monash's contribution to PRME. The following examples highlight how BFC5130, ECX2360, BEX3150, ACX3800, BEX3006, and BFF3999 are embedding responsible management into student life and creating lasting impact.



ACX3800 - Accounting for Climate Change

Accounting for Climate Change explores the growing role of accounting in addressing climate change and supporting the transition to a more sustainable economy.

The unit examines how climate-related risks and opportunities affect businesses, financial reporting, and decision-making, while introducing students to emerging sustainability reporting frameworks and climate disclosure requirements.

Throughout the semester, students engaged in discussions of current climate policies and analysed corporate sustainability reports and real-world examples of how organisations measure, report, and manage climate-related risks.

Students were also tasked with analysing corporate climate and sustainability reports against reporting standards and evaluating the quality and reliability of emissions reporting and sustainability information. One particular assignment task gave students the opportunity to develop recommendations for improving climate-related disclosures for the university.



BEX3006 – Industry Placement

BEX3006 – Industry Placement allows students to gain practical experience by applying their academic knowledge in a professional workplace. Amber completed her placement with Monash Accommodation during Semester 1, 2026, with a focus on environmental sustainability, food literacy, and digital engagement.

Her main project was improving the Monash Accommodation Environment & Sustainability Hub website. This involved reviewing and reorganising existing content to make the website easier to navigate and understand. She also developed resources on food waste reduction, community gardens, sustainable living, volunteering, and environmental education, including visual content and infographics. The placement helped develop her skills in digital communication, sustainability education, stakeholder engagement, and project management.



BEX3150 – Sustainability Practice and Organisations

Sustainability Practice and Organisations focuses on how organisations can respond to environmental, social, and ethical sustainability challenges. The unit covers sustainability practices, stakeholder engagement, organisational change, and sustainability innovation.

Students applied these concepts to real-world organisational situations and explored topics such as the business case for sustainability, sustainability impact assessment, stakeholder engagement, and innovative solutions.

Assessment tasks included completing a B Impact Assessment with an organisation to assess its environmental and social performance and develop recommendations for improvement. Students also researched sustainability innovations and considered their contribution to the SDGs. The unit also included an ePortfolio, where students reflected on their learning, skills development, and experience applying sustainability concepts to organisational challenges.



BFC5130 - Case Studies in Banking and Finance

Case Studies in Banking and Finance is a capstone unit of the Master of Banking and Finance program, designed to synthesise the program's coursework through a substantial research component grounded in real-world cases. It runs as a case-based, active learning unit, with each week's class devoted to discussing a new case and working collaboratively through complex scenarios that rarely have a single correct answer.

BFC5130 was a formative highlight of my coursework and an effective synthesis of the Master of Banking and Finance program. Every case was taught and analysed through the SDG framework, which positioned sustainability as the substance of the discussion rather than an addition to it.

The cases I found most engaging concerned sustainable venture capital, ESG portfolio construction, green bonds, and First Nations finance in Australia, the latter examined through "First Australians Capital: Financing Self-Determination Within a New Indigenous Economy" and "Rio Tinto and the Indigenous Juukan Gorge Sites". The First Nations cases stretched both my understanding and my appreciation of how sustainability and First Nations perspectives intersect in financial decision-making. They showed me that considerations such as community ownership, connection to land, and consultation processes carry real weight in how a transaction is structured, valued, and ultimately judged. These cases also invited a constructive challenge to the frameworks themselves, since the SDG framework and established reporting standards are necessarily broad, and at points reduce a complex set of circumstances to a general principle of inclusivity. Seeing where a framework reaches its limits was as instructive as learning to apply it.

BFC5130 is a prime example of the heart of PRME. It gave me confidence that final-year students stepping into graduate roles can be sustainability-aware while remaining realistic about commercial constraints and informed by what previous efforts have and have not achieved. Working through cases with no single correct answer built my confidence that I can practise responsibly within those conditions rather than in spite of them, push at their boundaries, and find creative resolutions.

BFF3999 Finance and Society is a capstone unit in the Banking and Finance major that connects financial knowledge with real-world social, ethical and global issues. The unit encourages students to recognise that finance is not only a mechanism for generating economic value, but can also be a powerful tool for addressing societal challenges and improving overall wellbeing. At the same time, it highlights the ethical dilemmas and conflicts that can arise when making financial and business decisions.

The unit strongly supports the principles of Responsible Management Education (PRME) by developing students' ability to evaluate complex financial problems through the lens of ethics, evidence-based decision-making and social responsibility. Through case-based teaching, students analyse real-world situations where there may not be a single correct solution and are required to consider different perspectives before making informed decisions. This encourages students to think critically about the wider consequences of financial decisions for businesses, communities and society.

BFF3999 also develops practical skills that are important for responsible future business professionals, including teamwork, communication, research, critical thinking and professional presentation. Students apply financial concepts to domestic and international situations and learn to balance financial objectives with ethical considerations.

Overall, the unit demonstrates how finance education can extend beyond technical knowledge to prepare students to become ethical, socially responsible and evidence-driven decision-makers. This aligns closely with PRME's focus on integrating responsible business principles into management education and equipping graduates to contribute positively to society.

ECX2360 – Environmental Economics

Environmental Economics examines how economic principles can be applied to environmental challenges such as climate change, pollution, biodiversity loss, and natural resource management. The unit explores why environmental problems arise through market failures and externalities, and evaluates how governments, businesses, and individuals can use economic policies to achieve more sustainable outcomes.

Throughout the semester, students analyse environmental policies and apply economic models to assess environmental challenges to then evaluate the costs and benefits of different policy responses.

Students are tasked with applying economic theory to practical environmental issues through analysing environmental policies using economic frameworks, evaluating the effectiveness of carbon pricing and emissions reduction strategies, and applying cost-benefit analysis to sustainability and resource management decisions.



Climate Fresk Workshop

Climate Fresk helps students build a deeper understanding of climate change by connecting its causes, impacts, systems, and human choices through collaborative learning.

Climate Fresk is a serious game about climate change, based on collective intelligence and creativity and delivered as an interactive workshop. In 2026, Monash Business School continued to offer Climate Fresk workshops to Business School students.

The workshops provided students with an opportunity to move beyond seeing climate change as a collection of disconnected terms and headlines, and instead develop a clearer understanding of the links between climate causes, systems, impacts and human choices. Through collaborative activities and discussion, students were encouraged to connect climate knowledge with real-world business and societal challenges.

The workshops continued to receive strong student interest, demonstrating the value of interactive and collaborative approaches to climate education.



Sustainability Outside the Classroom

One of the key questions in the survey asked students how they engage with sustainability and responsible business practices through extracurricular activities. PRME emphasises the role of student clubs and societies in advancing values such as ethical business, responsible leadership, and careers that deliver positive social and environmental impact. These groups are not only spaces for awareness but also platforms where students can actively apply responsible management principles beyond the classroom.

At Monash University, several student organisations have taken the lead by hosting initiatives, events, and competitions that drive sustainability, inspire peers, and strengthen Monash's contribution to PRME. The following examples highlight how MONSU, Grow Melbourne, SEED, AIESEC, and the Xi Epsilon Chapter are embedding responsible management into student life and creating lasting impact.





MONSU Caulfield is the student organisation representing students at Monash University's Caulfield campus. It provides student services, events, and wellbeing initiatives, while also incorporating sustainability into student activities.

The MONSU Pantry provides free groceries and fresh produce each week, helping address food insecurity while reducing food waste through partnerships with food rescue organisations. MONSU also encourages students to use reusable alternatives, such as reusable shopping bags and mugs.

Sustainability is also included in campus events through recycling stations for soft plastics, bread tags, bottle caps, and eligible 10-cent containers. Earth Day activities include plant-based food options and sustainability activities. Students can also volunteer in projects that turn recycled bottle caps into products such as pens and carabiners, providing students with practical examples of circular economy practices.

Grow Melbourne's green space with industry

The Grow Melbourne's Green Space with Industry event was held on 13 August 2026 in partnership with Monash University, Isuzu Australia, Melbourne Water, BlazeAid and other industry partners. The event brought together more than 20 students and industry representatives from different sectors to support environmental sustainability and community engagement.

Participants travelled to Isuzu Australia in Truganina and worked together to plant trees and increase green space in Melbourne's western suburbs. It was a hands-on opportunity to contribute to the local environment while seeing how organisations can work together to support more sustainable communities.

The event also gave students the chance to meet industry professionals and other students from different backgrounds. Conversations throughout the day and during lunch provided opportunities to learn about different organisations, their work in sustainability and the different ways sustainability can be approached across industries.



Monash Socio-Economic Engagement Development

Monash Socio-Economic Engagement Development (SEED) is a student-led club focused on sustainability, social responsibility, and community engagement. The club supports the UN Sustainable Development Goals, particularly Climate Action, Responsible Consumption, and Partnerships.

Throughout the year, SEED organised initiatives such as the Thrift and Gift event, which encouraged students to reuse pre-loved items and reduce waste, and Climate and Sustainability Night, which created a space for students to learn and discuss climate action.

The club also encouraged community involvement through volunteering at local marathons and the Feed One Feed All initiative. Sustainability workshops and networking events also helped students connect with others interested in sustainability and social impact.

Through these activities, Monash SEED gives students practical opportunities to learn, volunteer, connect, and contribute to a more sustainable and inclusive community.





Empowering Youth Leadership Through Responsible Global Engagement

In 2026, AIESEC in Monash continued to advance the principles of Responsible Management Education by providing students with practical, purpose-driven opportunities to develop their leadership capabilities and contribute to positive social and environmental impact. As part of the world's largest youth-led organisation, operating across more than 100 countries, AIESEC in Monash connected students with experiences aligned with the United Nations Sustainable Development Goals (SDGs).

AIESEC in Monash plays an important role in enriching the Monash student experience by providing opportunities for students to develop leadership capabilities, strengthen professional skills, and engage with real-world social and sustainability challenges beyond the classroom. As part of AIESEC's global youth-led network, its activities create practical environments in which they can collaborate with others, engage with diverse perspectives, and apply their knowledge to issues affecting communities locally and globally. Through these experiences, students are encouraged to develop as socially responsible and globally minded leaders who are equipped to contribute meaningfully to positive change.

YouthSpeak Forum 2026

One of AIESEC's key initiatives is the YouthSpeak Forum, which provides a platform for Monash students to engage with industry professionals, community organisations, young leaders, and other stakeholders on pressing global challenges. Centred around the SDGs, the forum connects students with contemporary social, environmental, and economic issues while encouraging them to consider how their skills and university education can contribute to practical solutions.



Beta Alpha Psi – Xi Epsilon Chapter

Advancing PRME at Monash

Since its founding in 2017, the Xi Epsilon Chapter of Beta Alpha Psi at Monash University has been dedicated to shaping future-ready professionals who lead with integrity, innovation, and social responsibility. Rooted in responsible management and sustainability, their work actively advances the United Nations Sustainable Development Goals (SDGs) and the Seven Principles for Responsible Management Education (PRME). This year, their initiatives have blended professional development, community engagement, and ethical leadership.

Through their ongoing partnership with Mums Supporting Families in Need (MSFIN), members have contributed more than 200 volunteer hours, helping distribute thousands of essential items to families experiencing hardship. Donation drives and warehouse volunteering have supported SDGs 1, 10, and 17 while also instilling in their members the PRME values of purpose and responsibility by showing them the tangible impact of social contribution.



PGS Sustainability Awards 2026

BAP Monash has won a PRME Students Sustainability Award for the second consecutive year. The awards, run through the PRME Global Students initiative, recognise student organisations within the Principles for Responsible Management Education community whose work advances the Sustainable Development Goals. Winning back-to-back reflects sustained effort rather than a single successful initiative, and the recognition reflects the organisation's broader work throughout the year.

Further Information

monash.edu/business

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