Global Campus Europe

Awarded Theses
2022 / 2023

Sara Rentroia Pacheco

Mind the Gap: Incorporating Human Rights into the Curricula of Undergraduate Business Programmes

European Master's Programme
in Human Rights and Democratisation

Sara Rentroia Pacheco

Mind the Gap: Incorporating Human Rights into the Curricula of Undergraduate Business Programmes

Foreword

The European master's Human Rights and Democratisation (EMA) is a one-year programme established in 1997 as a joint initiative of ten universities which now has participating universities in all EU member states, Switzerland and the United Kingdom, and with support of the European Commission. Based on an action- and policy-oriented approach to learning, it combines legal, political, historical, anthropological and philosophical perspectives on the study of human rights and democracy with targeted skills-building activities. The aim of the EMA programme is to prepare young professionals to respond to the requirements and challenges of work in international organisations, field operations, governmental and non-governmental bodies, and academia. As a measure of its success, EMA has served as a model of inspiration for the establishment of seven other EU-sponsored regional master's programmes in the area of human rights and democratisation all over the world. Today these programmes cooperate closely in the framework of the Global Campus of Human Rights, which has its headquarters in Venice, Italy.

Up to 90 students are admitted to the EMA programme each year. During the first semester in Venice, they learn from leading academics, experts and representatives of international and non-governmental organisations. During the second semester, they are hosted by one of the 43 EMA participating universities to follow additional courses in an area of specialisation of their own choice and to conduct research under the supervision of the the university's EMA Director or their academic colleagues. On successful completion of the requirements of the degree, students are awarded the European master's degree in Human Rights and Democratisation, which is jointly conferred by seven EMA universities who accredit the programme.

Each year the EMA Council selects five theses, on the basis of:

1. Originality of the research topic, and its relevance and importance (including its contribution to the promotion and implementation of human rights and democratic values);

2. Innovation with respect to argument, methodology, and theoretical approach, including case studies;

3. Exceptional knowledge of the academic literature and excellent capacity for critical analysis;

4. Clarity of structure, language and argumentation of a publishable standard with minimum revisions

The EMA awarded theses of the academic year 2022/2023 are:

— Dierynck, Jozefien, *Voices Unheard, Stories Untold. A Qualitative Content Analysis of Gender Bias in War Reporting and Human Rights Journalism as a Viable Alternative.* Supervisor: Antonis Gardikiotis, Aristotle University of Thessaloniki.

— Fagard, Clarisse, *The Good Ukrainian, the Bad Syrian, the Ugly Afghan (and the Forgotten Ones). Reframing Migration Governance through Michel Foucault's and Hannah Arendt's Legacies.* Supervisor: Graham Finlay, University College Dublin.

— Kali, Yamuna, *Beneath the City's Shining Facade, Discrimination and Death in the Sewers. An Analysis of India's Right to Life Obligations to Eradicate the Caste-Based Practice of Hazardous Manual Sewer Cleaning.* Supervisor: Michel Rouleau-Dick, Åbo Akademi University.

— Rentroia Pacheco, Sara, *Mind the Gap: Incorporating Human Rights into the Curricula of Undergraduate Business Programmes.* Supervisors: Carmen Márquez-Carrasco and Laura Garcia Martin, University of Seville.

— Shynn, Daniel George, *When the Land No Longer Provides. Human Rights and the Status of "Climate Refugees" in the Sahel.* Supervisor: Matjaž Nahtigal, University of Ljubljana.

The selected theses demonstrate the breadth, depth and reach of the EMA Programme and the passion and talent of its students. We are proud of the range of topics as well as the curiosity and research skills demonstrated by this year's cohort. On behalf of the Governing Bodies of the EMA programme, we applaud and congratulate these graduates for their work.

Prof. Manfred Nowak
Global Campus Secretary General

Prof. Thérèse Murphy
EMA Chairperson

Dr Orla Ní Cheallacháin
EMA Programme Director

Biography

Sara Rentroia Pacheco holds a Bachelor's degree in Law from NOVA University of Lisbon and a Master's degree in Human Rights and Democratisation from the Global Campus of Human Rights. She has worked at Human Rights Watch, the NOVA Centre on Business, Human Rights and the Environment and the Portuguese Environment Agency. Her primary research interests include Business and Human Rights and Human Rights Education.

Abstract

Business and Human Rights (BHR) education in business schools can play a crucial role in strengthening the protection of human rights and the environment by providing future business leaders the tools to address the adverse social and environmental impacts of business activities. At the undergraduate level, the lack of BHR education in business schools is a missed opportunity to provide students with the understanding that human rights are a transversal issue to business from the start of their business education. This research aims to highlight the urgent need of integrating BHR education into undergraduate business programmes, as well as to discuss its current and ideal practice. To achieve this goal, the author carried out 15 semi-structured interviews with BHR experts and performed a qualitative analysis of the generated data and eight undergraduate BHR-related course syllabi. The study found there is a consensus regarding the optimal learning outcomes, teaching methods and content of BHR courses or modules, as well as the need for a compulsory introduction to BHR for all undergraduate business students as part of their degree. The ideal incorporation of BHR in the curriculum would be a specialised BHR stand-alone course or module combined with a curricular emphasis on BHR, which would require concerted effort from a multidisciplinary educational committee.

Keywords: *business and human rights, human rights education, business schools, education, teaching.*

Ackwnowledgements

To all the professors who inspired me to have a positive impact on other people's lives as they did in mine. Without them, the inspiration for this thesis would never have existed.

To Professor Claire Bright, for having introduced me to the field of Business and Human Rights, therefore shedding light on my purpose of bringing these two worlds closer together.

To my supervisor Professor Carmen Márquez-Carrasco, for having believed in me and in this research project, for always reassuring me I was going in the right way and for her efforts as EMA National Director in guaranteeing me and my colleagues had a prosperous time in Sevilla. To her and my co-supervisor Laura García Martín, for having contributed to this research with their time and insights.

To Berit Knaak, Leonard Feld, Terry Nelidov and Professors Ali Awni, Anthony Ewing, Bjorn Fasterling, Claire Bright, Elizabeth Umlas, Florian Wettstein, John Ferguson, Judith Schrempf-Stirling, Karin Buhmann, Lara Bianchi, Samantha Goethals and Rachel Chambers, for the kindness and generosity in sharing their insights and experiences with me. I can gladly say I have had the privilege of witnessing the network of BHR academics in action, and I believe the passion and spirit of cooperation I observed to be quite unmatched in the academic world.

To Professor Orla Ní Cheallacháin, EMA Programme Director, for reminding us we did not have to do this master's – we got to do it. This thought was crucial for me to maintain a consistent gratitude mindset throughout the months in which I wrote this thesis. To her and to all the EMA staff and academic team for their hard work in running this unique programme.

And now, to all the people that, even though not being professors, have taught me equally important life lessons.

To my sister, my first teacher, who I heard discussing addition and subtraction accounts while I was still in a baby chair, for being my personal and academic role model and for consistently reminding me that academic research may have its challenging moments, but more often than not, they lead to important breakthroughs.

To Milena, for helping me brainstorm ideas at a critical time and for showing me the academic world can be about collaboration rather than competitiveness.

To the EMA class of 2022/23, for all the memories I will cherish forever. This master's programme has been an unforgettable experience and I could not be more grateful for having met so many inspiring individuals and for everything I learnt, inside and outside of the classroom. A special thank you note goes to Ana, Jordan and Marta, for their support and encouragement during the writing period.

To Emily, Federica, Georgia, Leo, Ryan and Shirin, for making Sevilla feel like home and giving me something to look forward to after my days spent writing at the Felipe González Márquez library. To João, for helping me put things into perspective and always look on the bright side of life.

To my grandmother Belmira and my aunts Celeste and Fernanda, for their unwavering love and for celebrating all my wins as their own.

Last, but certainly not least, I desire to acknowledge the people who have taught me the most – my parents. For always prioritising my education, for the unconditional support and faith in me and in my work, and for having listened to me speak endlessly about this research project. You are probably mini Business and Human Rights experts by now. I hope this thesis makes you proud.

Table of Abbreviations

AACSB	Association to Advance Collegiate Schools of Business
AMBA	Association of MBAs
BHR	Business and Human Rights
CSR	Corporate Social Responsibility
DEI	Diversity, Equity and Inclusion
ECOSOC	United Nations Economic and Social Council
EQUIS	EFMD Quality Improvement System
EU	European Union
GBSN	Global Business School Network
HEART	Higher Education Action for Rights Teaching
HOTS	Higher-Order Thinking Skills
LOTS	Lower-Order Thinking Skills
MBA	Master of Business Administration

MHREDD	Mandatory Human Rights and Environmental Due Diligence
NGO	Non-Governmental Organisation
NYU	New York University
OECD	Organisation for Economic Cooperation and Development
PRME	Principles for Responsible Management Education
UDHR	Universal Declaration of Human Rights
UN	United Nations
UNCTC	United Nations Centre on Transnational Corporations
UNGPs	United Nations Guiding Principles on Business and Human Rights
USA	United States of America

Any future business education programme,
whether set in a local or global context,
must contain the language and action of social justice,
human rights, community economics, and ethics.
The revolution is for business schools to become places
where our personal values and economic interests intersect.

Anita Roddick, Founder of The Body Shop International

Table of Contents

List of Tables and Figures

Introduction

The time when companies could avoid embedding human rights in their organisation is long gone. Complex human rights challenges are intrinsic to international business and, with soft law initiatives such as the United Nations Guiding Principles on Business and Human Rights (UNGPs) being increasingly turned into hard law, companies will no longer be able to evade their internationally recognised responsibility to protect human rights. Corporate governance structures will soon have to start shifting from shareholder-focused to stakeholder-focused for companies to better play the value-creation role they are supposed to in society. But 'to move away from business as usual, [there is the] need to radically reimagine the business school as usual. And this means more than pious murmurings about Corporate Social Responsibility'[1] – it means educating on Business and Human Rights (BHR).

As Nelson Mandela said, 'education is the most powerful weapon which you can use to change the world'. If one wants to change business practice into one that better respects human rights and the environment, providing BHR education to business students is key. After all, 'students pursuing management and professional education today will become tomorrow's business leaders' and, as business leaders, they will end up being in the position to influence and have a direct impact in corporate operations.[2] Therefore, business schools have an important role to

[1] Martin Parker, 'Why We Should Bulldoze the Business School' (*The Guardian*, 27 April 2018) <www.theguardian.com/news/2018/apr/27/bulldoze-the-business-school> accessed 14 July 2023.

[2] United Nations Global Compact, 'An Open Letter to Academic Institutions: Educate Future Managers and Leaders on Business and Human Rights' <https://d306pr3pise04h.cloudfront.net/docs/issues_doc%2Fhuman_rights%2FHuman_Rights_Working_Group%2FLetter_to_Academia%2FOpen_Letter_EN.pdf> accessed 14 July 2023.

play in equipping their students with increased awareness of the adverse social and environmental impacts their decisions might have, as well as the skills and the general and technical knowledge of human rights issues which are necessary to be able to autonomously manage human rights challenges. If students take these learnings into their professional lives, BHR education has the potential to help them and their companies fulfil their responsibilities towards society, thereby strengthening the protection of human rights and the environment.

However, the adoption of BHR education in business schools has been relatively low, primarily due to human rights not being perceived as a priority by programme directors. There is still much advocacy work to be done to show that human rights have a place in business and, consequently, in business schools' curricula. Undergraduate students, regardless of studying in the European higher education system or in a liberal arts and sciences system like the American one, need to acquire the relevant knowledge and skills to become responsible business leaders while pursuing their business degrees. Even though one can find some cases of courses where BHR thematics are incorporated at the undergraduate level, they tend to be elective and be treated as an isolated matter, due to shareholder value and profit maximisation theories being discussed in the disciplines across the hall. As such, human rights are often seen by students as an additional consideration, instead of a lens that should be used across business functions and operations.

Goals and scope

In this context, the main goals of this research are to discuss the importance of BHR education in business schools, highlighting its relevance at the undergraduate level, as well as to characterise the current practice of BHR education in undergraduate business programmes, and discuss how it could be implemented in an ideal scenario. The two research questions that seek to be answered are (i) 'What is the current practice of integrating Business and Human Rights education in undergraduate business programmes?' and (ii) 'Ideally, how should the implementation of Business and Human Rights education in undergraduate business programmes be carried out?'.

The rich collection of expert interviews, as well as examples from the current practice at the undergraduate level, enabled us to set a foundation of how BHR education would ideally be present in undergraduate business curricula. For that purpose, firstly, we will establish the need for BHR to be incorporated across the undergraduate business curriculum, rather than being treated as an isolated subject, such that students develop a systemic thinking of business practice through a human rights lens. Secondly, we will argue that BHR stand-alone courses or courses where BHR modules are included should be compulsory, to guarantee that all future business leaders learn how to adequately manage BHR challenges during their studies. Thirdly, we will provide systematised suggestions regarding learning outcomes, teaching methods, and course content for undergraduate BHR courses or modules. Lastly, we will analyse some challenges that professors trying to advance the agenda of BHR education in business schools face and recommendations on how to overcome them.

It is worth noting that, due to time limitations, no programme directors, students or potential employers were interviewed. Moreover, the sample of business schools considered when attempting to characterise the current practice of BHR education at undergraduate level is not representative of the total population of business schools, neither in terms of engagement in BHR education nor in geographical terms. It was a conscious methodological choice to only select business schools already engaged in BHR education at the undergraduate level because it would not be possible to draw out examples of BHR education at undergraduate level from schools that do not have it in place. Concerning the geographical scope of the research, professors from different regions of the world were contacted, but mostly only professors teaching in Europe or the United States of America (USA) were interviewed or provided the necessary data on their courses. As such, the sample ended up being concentrated in these regions, with five of the selected business schools being located in Europe, three of which in the United Kingdom, two in the USA and the other in Egypt. Another research limitation is that a thorough discussion on the information contained in the course syllabi was infeasible within the time constraints of the interviews. Consequently, it was not possible to gain a complete understanding of how the analysed syllabi are translated into practice in the classroom.

Even though there is 'an increasing literature base for human rights education',[3] few focuses on BHR education in particular. No published research has focused specifically on highlighting the importance of undergraduate BHR education. Furthermore, no previous research has provided a characterisation of BHR-related courses or systematically presented the opinions of key stakeholders of BHR education on how it could be further advanced, neither at the graduate nor at the undergraduate level.

Methodology

The methodology adopted is a two-step methodology, divided into data collection and data analysis. To perform the data collection, interviews were chosen as a research method. The form of semi-structured interviews was adopted due to its flexibility, allowing for the researcher to adapt the style and sequence of questions and inquire about topics that were not originally predicted in accordance with the dynamics of the conversation. The interviewees[4] were selected based on their engagement in projects related to BHR teaching, namely, the tool kit 'The Case for Human Rights in Business Education – A Tool Kit'[5] and the Teaching Business and Human Rights Forum (Teaching BHR Forum). 34 people were contacted by email, of which 22 responded, a response rate

[3] Felisa Tibbitts and Peter G Kirchschlaeger, 'Perspectives of Research on Human Rights Education' (2010) 2(1) Journal of Human Rights Education 8 <https://blogs.cuit.columbia.edu/peace/files/2013/05/tibbitts_kirchschlaeger_research_hre_jhre_1_2010.pdf> accessed 14 July 2023.

[4] The interviewees were, by alphabetical order, Ali Awni (School of Business of the American University of Cairo), Anthony Ewing (Columbia Law School), Berit Knaak (Geneva Center for Business and Human Rights), Bjorn Fasterling (EDHEC Business School), Claire Bright (NOVA Centre on Business, Human Rights and the Environment), Elizabeth Umlas (Interdisciplinary Institute of Ethics and Human Rights of the Université de Fribourg), Florian Wettstein (Institute for Business Ethics of the University of St Gallen), John Ferguson (University of St Andrews School of Management), Judith Schrempf-Stirling (Geneva School of Economics and Management), Karin Buhmann (Copenhagen Business School and University of Southern Denmark Business School), Lara Bianchi (Nottingham University Business School), Leonard Feld (Centre for Law, Sustainability & Justice of the University of Southern Denmark), Rachel Chambers (School of Business of the University of Connecticut), Terry Nelidov (Erb Institute of the University of Michigan) and one contributor who asked to remain anonymous.

[5] Dorothée Baumann-Pauly, Michael Posner and Dan LeClair, 'The Case for Human Rights in Business Education – A Tool Kit' (Geneva Center for Business and Human Rights, NYU Stern Center for Business and Human Rights and Global Business School Network 2020) <www.unige.ch/gsem/files/2016/0553/3021/TOOLKIT_15.11.pdf> accessed 14 July 2023.

of 64.7%. From these, more than two-thirds accepted to be interviewed. 15 semi-structured interviews were conducted with BHR experts from different countries, from which ten currently teach BHR-related courses in business schools, five of which at the undergraduate level. Most of the interviews were conducted through Zoom between April and June 2023, except for Professor Karin Buhmann's, whose answers were sent by email. The interviews were conducted in English and had an average duration of 45 minutes. All the interviewees were informed about the context, goal and scope of the research and told that their interview would be recorded, transcribed and used for the purposes of the research. The quotations included in this thesis were sent to the interviewees for review. All interviewees verified the quotations and all but one consented their responses being attributed to them.

In accordance with the research questions, the interviewees were queried about the current and ideal practice of BHR education in undergraduate business programmes focusing on the following key points: (i) the importance of BHR education in business schools in general, and, particularly, at the undergraduate level, (ii) the learning outcomes, teaching methods, course content, and compulsoriness of BHR courses or modules, (iii) the possibility of the stand-alone BHR course approach being complemented by mainstreaming BHR education into the traditional core courses of undergraduate business programmes and (iv) the challenges professors trying to push the BHR education agenda may face and some recommendations on how to overcome them. In interviews to professors teaching BHR-related courses at the undergraduate level, some additional information or clarifications regarding the data collected through the form or their school's institutional website were requested.

As mentioned, data on BHR-related courses and course syllabi were collected through a google form, sent to all the professors that participated in 'The Case for Human Rights in Business Education – A Tool Kit' at the end of March.[6] The questions in the form referred to the BHR-related courses these professors teach and asked them to upload their course syllabi. As data collection was done in a very early stage of the research, the data collected was relative to both graduate and undergraduate courses. However, after the research questions were narrowed down, only da-

[6] The questions asked in the Google Form are presented in Annex I.

ta relative to courses that take place at the undergraduate level was analysed in the context of this thesis. In the case of five out of seven schools where undergraduate BHR-related courses are taught, there was a subsequent interview with the professor teaching those courses.

On the second stage of the research, a qualitative analysis of the course syllabi and the data collected through semi-structured interviews and the form was carried out in order to obtain insights empirically, which were complemented with desk-based research. The data underwent a thematic analysis and was compiled into text form. According to Creswell, a thematic analysis is 'a systematic process for coding data in which specific statements are analysed and categorised into themes that represent the phenomenon of interest'.[7] As such, differences and similarities between course syllabi and the opinions of the interviewees were identified in order to be able to provide answers for the research questions. The quotations of the interviewees included in this thesis were selected due to their aptness to represent the range of points of view that were expressed in the set of interviews. As for the analysis procedure of the syllabi, a careful document screening was carried out, followed by data standardisation into categories defined based on the thematic analysis. Graphical representations of the categorised data were also made, as well as the interpretation of the results.

Structure

This thesis is structured in three chapters. The first chapter begins by laying out the theoretical dimensions for the urgent need of BHR education in undergraduate business programmes. For such, the reader is provided with a brief overview on the evolution of the BHR field and, consequently, of BHR education, particularly at business schools, highlighting the influence of specific factors that are contributing to its advancement. This chapter concludes with an analysis of the role of BHR education in business schools and why it should not be left to the graduate level.

[7] John W Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th edn, Sage Publishing 2014).

The second chapter focuses on the first research question. It consists of a qualitative study which analysed the course syllabi of eight undergraduate BHR-related courses offered by seven business schools to identify how BHR education plays a role in their curricula, as well as to provide a non-exhaustive characterisation of the current practice of BHR education at undergraduate level.

The final chapter analyses data collected in the expert interviews to provide an answer to the second research question. It addresses how to improve the implementation of BHR education at the undergraduate level regarding the incorporation of BHR education across the curriculum and the compulsoriness of BHR courses, and it synthetises ideas on the optimal learning outcomes, teaching methods and course content of such courses. The challenges professors trying to push the BHR education agenda may face are also analysed, as well as recommendations to overcome them. The second and third chapters have similar subsections in order to better compare the current practice and what was identified by the interviewees as the ideal practice.

1. The importance of Business and Human Rights education in business schools

The following chapter seeks to present an assessment of the importance of BHR education for business students, in particular, at the undergraduate level. To understand the role BHR education might play in the future, it is relevant for the reader to comprehend the developments happening on the BHR field itself. Afterwards, some contextual considerations on the incorporation of BHR education in business schools are presented. Building on those considerations, the reader is provided with an analysis of the role of BHR education in business schools, and why leaving it to the graduate level constitutes a missed opportunity of leveraging its impact.

1.1 Evolution of the field of Business and Human Rights

Being economically and politically more powerful than many states, corporations are considered by many the most dominant force in the world – for both good and bad.[8] As the current economic model 'shamelessly rewards exploitation and destruction with gargantuan profits',[9] companies frequently overlook or inadequately address the negative human rights and environmental im-

[8] Back in 2018, 69% of the entities on the Top 100 of Economic Actors were already multinational corporations. This data was taken from a direct comparison of the annual revenue of corporations (source: Fortune Global 500 2017) and the annual revenue of countries (source: CIA World Factbook 2017). Retrieved from Global Justice Now, '69 of the richest 100 entities on the planet are corporations, not governments, figures show' (*Global Justice Now*, 17 October 2018) <www.globaljustice.org.uk/news/2018/oct/17/69-richest-100-entities-planet-are-corporations-not-governments-figures-show> accessed 14 July 2023.

[9] Claudia Saller, 'EU Corporate Due Diligence: New Rules, or Businesses Rule?' (*EU Observer*, 26 November 2020) <https://euobserver.com/opinion/150187> accessed 14 July 2023.

pacts of their operations in favour of the short-term gains of their shareholders.[10] As such, many business operations taking place across the globe in complex supply chains are at the origin of social and environmental disasters. When it comes to human rights, businesses can have a direct and immediate impact on them, either through their own operations or the ones of its supply chain partners. This impact has the potential to be positive, by contributing to economic growth, creating employment and providing goods and services that increase well-being, but can also be extremely negative, for instance, by not guaranteeing safe labour conditions and decent living wages, using forced and child labour, disregarding the claims of indigenous people, emitting massive quantities of greenhouse gases, reinforcing dictatorial or autocratic regimes and contaminating lands and rivers who are crucial to secure livelihoods, *inter alia.* In a complex and structurally inequal world like ours, these challenges are not easy to address.

BHR is an evolving interdisciplinary area of practice and research at the convergence of many disciplines – mainly business, law and public policy – which, in broad terms, delves into the previously mentioned interrelation between business activities and human rights impacts, and how companies may fulfil their responsibility to respect human rights. It has emerged out of the recognition by the international community of the role of non-state actors, such as business entities, in the protection of human rights, in line with the preamble of the Universal Declaration of Human Rights (UDHR), that mentions that 'every organ of society' should strive for the observance of the Declaration and the respect for the rights and freedoms laid out in it.[11] This debate was triggered by Chile's initiative within the United Nations (UN) Economic and Social Council (ECOSOC) to adopt a resolution for the creation of a group 'to study the role and effects of multinational companies in the development process, particularly in developing countries, and their implications for international relations'.[12]

---

[10] Sara Pacheco, 'An Analysis of the Draft Directive on Mandatory Due Diligence and Corporate Accountability from an Environmental Perspective' in Tiago Melo Cartaxo (ed), *NOVA Green Lab Yearbook* (Almedina 2021).

[11] Universal Declaration of Human Rights (adopted 10 December 1948) UNGA Res 217 A(III) <https://www.un.org/sites/un2.un.org/files/2021/03/udhr.pdf> accessed 14 July 2023.

[12] United Nations ECOSOC, 'The Impact of Multinational Corporations on the Development Process and on International Relations' (1972) UN Doc E/RES/1721(LIII) <https://digitallibrary.un.org/record/214903> accessed 14 July 2023.

The initiative led to a series of developments at UN-level that culminated with the adoption of a Program of Action on the Establishment of a New Economic Order by the UN General Assembly[13] and the creation of the UN Centre on Transnational Corporations (UNCTC)[14] and the Intergovernmental Commission on Transnational Corporations[15] in 1974. One of the main tasks of the UNCTC was to draft an international legal instrument[16] to regulate the activities of transnational corporations, which turned out to never be adopted due to the lack of agreement on its legal nature. In 1992, the draft code project and the UNCTC were terminated.

In 1999, a working group set up by the UN Sub-Commission on the Promotion and Protection of Human Rights - a subsidiary body of the UN Commission on Human Rights - initiated a second attempt of drafting a Code of Conduct for Transnational Corporations, which was named 'Norms on the Responsibilities of Transnational Corporations and Other Business Enterprises with regard to Human Rights' (known as the 'Draft Norms').[17] These norms were once again not approved by the UN Commission on Human Rights because many states feared the potential impact that their approval could have on their economic growth. However, even though not formally approved, they shaped the BHR discourse and influenced subsequent developments of the field.

In the same year, at the Annual Meeting of the World Economic Forum in Davos, former UN Secretary-General Kofi Annan proposed to business leaders that they created a compact of shared values with the UN. This was at the origin of the UN Global Compact, an initiative that calls adhering companies to 'align strategies and operations with universal principles on human rights, labour, environment and anti-corruption'.[18] This compact

---

13 Available at <https://digitallibrary.un.org/record/218451#record-files-collapse-header>accessed 14 July 2023.

14 Established through Resolution 1908 (LVII), 2 August 1974 of UN ECOSOC.

15 Established through Resolution 1913 (LVII), 5 December 1974 of UN ECOSOC.

16 United Nations Commission on Transnational Corporations, 'Proposed Text of the Draft Code of Conduct on Transnational Corporations' (1990) UN Doc ST/CTC/103 <https://investmentpolicy.unctad.org/international-investment-agreements/treaty-files/2891/download> accessed 22 January 2024.

17 United Nations Sub-Commission on the Promotion and Protection of Human Rights, 'Draft Norms on the Responsibilities of Transnational Corporations and other Business Enterprises with regard to Human Rights' (2003) UN Doc E/CN.4/Sub.2/2003/12/Rev.2 <https://digitallibrary.un.org/record/501576> accessed 22 January 2024.

18 'Who We Are' (*UN Global Compact*) <https://unglobalcompact.org/what-is-gc> accessed 14 July 2023.

may be seen as a first step toward the development of a voluntary human rights framework for business activities. Nonetheless, the ten principles are vague and the delisting from the list of signatories is the only sanction companies may face for not acting in accordance with them.

Professor John Ruggie, who was the primary author of the UN Global Compact, was nominated in 2005 as Special Representative of the Secretary-General on Human Rights and Transnational Corporations and Other Business Enterprises. Under his two mandates,[19] John Ruggie drafted a set of principles following a different approach than the one followed for the Draft Norms, that, in his view, had taken 'existing state-based human rights instruments and simply [asserted] that many of their provisions [were now] binding on corporations as well' and had not differentiated clearly the human rights responsibilities of states and corporations.[20] The set of principles he prepared, the UNGPs, was unanimously endorsed in 2011 by the UN Human Rights Council.

The UNGPs implement the UN Protect, Respect and Remedy Framework developed by John Ruggie during his first mandate, which is based on three pillars: (i) the state duty to protect human rights, (ii) the corporate responsibility to respect human rights and (iii) access to remedy for affected rights holders.[21] Following years of multi stakeholder consultations, the UNGPs managed to provide guidelines for the different but complementary human rights-related duties and responsibilities from states and companies in a shared language that suited both business practitioners and human rights actors. They also contributed to the development of best practices by establishing a general consensus that companies have the responsibility to respect human rights and setting out the tools companies can use to fulfil it in practice, namely, human rights due diligence. Human rights due diligence stands for a bundle of processes to 'identify, prevent, mitigate and account for how a company is addressing its adverse

[19] Set out, respectively, in UN Doc E/CN.4/RES/2005/69 and UN Doc A/HRC/RES/8/7.

[20] John Ruggie, 'Interim Report of the Special Representative of the Secretary-General on the Issue of Human Rights and Transnational Corporations and Other Business Enterprises' (2006) UN Doc E/CN.4/2006/97 <http://hrlibrary.umn.edu/business/RuggieReport2006.html> accessed 14 July 2023.

[21] United Nations Human Rights Council, 'Protect, Respect and Remedy: A Framework for Business and Human Rights' (2008) UN Doc A/HRC/8/5 <https://digitallibrary.un.org/record/625292> accessed 14 July 2023.

human rights impacts'.[22] Even though 'due diligence' is a term retrieved from the field of business, human rights due diligence distinguishes itself from traditional due diligence by being an ongoing process and focusing mainly on the risks to the stakeholders, instead of the risks to the company and its shareholders.[23] As a soft law instrument, the UNGPs do not establish legally binding obligations. Instead, they call states to adopt legislation that does so, and both states and businesses to provide access to remedy for affected rights holders. Notwithstanding being a soft law instrument, the UN Working Group on Business and Human Rights regularly assesses and issues recommendations on the implementation of the UNGPs.[24]

After 2011, soft law instruments which had emerged outside of the UN, such as the Organisation for Economic Co-operation and Development (OECD) Guidelines for Multinational Enterprises and the International Labour Organization Tripartite Declaration of Principles concerning Multinational Enterprises and Social Policy were revised to align with the UNGPs. The OECD Guidelines are considered 'the most comprehensive international standard on responsible business conduct', and expanded the set of areas to which the standard of human rights due diligence is applicable, including the environment, bribery, and consumer interests, among others.[25]

Notwithstanding the clear significance of the UNGPs for the advancement of the BHR field in the long term changes in corporate practice in the immediate years after its adoption were scarce, which led to dissatisfaction on behalf of civil society. In that context, in 2013, a group of states led by Ecuador and South Africa proposed, in the UN Human Rights Council, to establish an Intergovernmental Working Group with a mandate to elaborate a Legally Binding Instrument on Transnational Corporations and Oth-

---

[22] United Nations Human Rights Council, 'Guiding Principles on Business and Human Rights: Implementing the United Nations "Protect, Respect and Remedy" Framework' (2011) UN Doc A/HRC/17/31 <www.ohchr.org/sites/default/files/documents/publications/guidingprinciplesbusinesshr_en.pdf> accessed 14 July 2023.

[23] Jonathan Bonnitcha and Robert McCorquodale, 'The Concept of "Due Diligence" in the UN Guiding Principles on Business and Human Rights' (2017) 28(3) European Journal of International Law 899 <https://doi.org/10.1093/ejil/chx042> accessed 14 July 2023.

[24] Established through the same Resolution that endorsed the UNGPs (UN Doc A/HRC/RES/17/4).

[25] 'Homepage' (*OECD Guidelines for Multinational Enterprises*) <https://mneguidelines.oecd.org/> accessed 14 July 2023.

er Business Enterprises with Respect to Human Rights, in the spirit of the initiatives prior to the adoption of the UNGPs. This group, chaired by Ecuador, was established on 26 June 2014 by Resolution A/HRC/RES/26/9. Since then, negotiations on a legally binding treaty on this matter have been taking place.[26]

Shortly after, national legislation requiring the exercise of mandatory human rights and environmental due diligence by domestic and foreign businesses operating within their borders (MHREDD laws) started to be adopted worldwide, especially in Europe, often providing for enforcement mechanisms such as civil, criminal and administrative sanctions. Among these laws are the UK's Modern Slavery Act (2015), the French Duty of Vigilance Act (2017), Australia's Modern Slavery Act (2018), the Dutch Child Labour Due Diligence Act (2019), the US Uyghur Forced Labour Prevention Act (2021), the Norwegian Transparency Act (2022), Canada's Forced Labour Bill (2022) and the German Supply Chain's Due Diligence Act (2023). As of May 2024, the European Union (EU) Corporate Sustainability Due Diligence Directive,[27] which seems to be the most comprehensive MHREDD legislation so far, is likely to be adopted and transposed to the domestic law of the 27 EU member states, with only the two-step formal adoption by the Council of the European Union missing. Additionally, other countries such as Belgium and Austria have already expressed the will to adopt legislative acts on this topic.

Alongside these developments, one can also see the increasing strategic litigation against corporations and the adoption of a growing number of national court decisions, even in countries which do not have MHREDD legislation in place, which have recognised that parent companies can have a duty of care for the activities of subsidiaries domiciled abroad, as is the case of *Lungowe v Vedanta*,[28] *Okpabi v Royal Dutch Shell*,[29] *Four Nigerian Farmers v Royal Dutch Shell*[30] and *Milieudefensie et al v Royal Dutch Shell*.[31]

---

[26] Four versions of the legally binding treaty have been published so far: the Zero Draft (2018), the Revised Draft (2019), the Second Revised Draft (2020) and the Third Revised Draft (2021).

[27] See more at 'Corporate sustainability due diligence' (*European Commission*) <https://commission.europa.eu/business-economy-euro/doing-business-eu/corporate-sustainability-due-diligence_en> accessed 14 July 2023.

[28] *Lungowe v Vedanta Resources Plc* [2017] EWCA Civ 1528, [2018] 1 WLR 357.

[29] *Okpabi and others v Royal Dutch Shell Plc and another* [2021] UKSC 3, [2021] 1 WLR 1294.

[30] *Four Nigerian Farmers and Stichting Milieudefensie v Royal Dutch Shell plc and another* [2021] ECLI:NL:GHDHA:2021:1825.

[31] *Milieudefensie et al v Royal Dutch Shell plc* [2021] ECLI:NL:RBDHA:2021:5339.

All these court cases and legislative initiatives seek to harden the existing soft law standards and move beyond voluntary approaches, which have proven to have limited uptake in meeting societal expectations towards companies. The 2022 Corporate Human Rights Benchmark assessing how 127 companies are aligning themselves with the UNGPs shows progress compared to the 2017 baseline, but reveals that over a third of all companies still scored zero on human rights due diligence.[32] Awareness on BHR issues on behalf of companies remains limited. This is problematic because it cannot be expected that companies respect human rights 'if they do not know that they are supposed to do it and how they are supposed to do it'.[33] In the context of growing requirements for companies with the enactment of MHREDD laws and increasing consumers and investors' pressure for the adoption of responsible business practices, as well as strategic litigation against companies, it is key to create awareness of the social and environmental impacts of business practices, as well as to provide business leaders with tools to address those impacts. Business schools are the ideal place to do so 'because [they are] all about training fu-ture business leaders so that it makes the difference for tomor-row's companies'.[34] However, a significant percentage of business schools have still not yet identified this urgent need. Before pro-ceeding to reflect on the important role BHR education should play in business schools, we will look at some contextual consid-erations on the integration of BHR education into the curricula of business programmes.

1.2 Integration of Business and Human Rights education into the curricula of business programmes

The following section will first present the consequences that the increasing discussion regarding the corporate responsibility to respect human rights has had at the educational level,

[32] World Benchmarking Alliance, '2022 Corporate Human Rights Benchmark' (2022) <https://www.worldbenchmarkingalliance.org/research/2022-corporate-human-rights-benchmark/> accessed 14 July 2023.

[33] Interview with Claire Bright, Director, NOVA Centre on Business, Human Rights and the Environment (online, 13 April 2023).

[34] ibid.

particularly in business schools. Thereafter four factors that have been contributing to the advancement of BHR education in business schools will be mentioned.

BHR courses in higher education institutions were developed as a result of the abovementioned growing recognition of the adverse impacts of business activities on human rights, which might also have been prompted by social and environmental activist movements which highlighted issues related to human rights and corporate accountability, such as labour rights, discrimination and environmental degradation. Human rights courses started to address business-related issues in the 1970s, while the reverse happened later, already in the 1990s.[35] The first courses 'were aimed at graduate students, so law students or business students closer to their final degree, whether it be a Law degree or a Master of Business Administration'.[36] In the past three decades, BHR teaching mostly in law, business and public policy schools has been increasing across regions of the world,[37] not only in Western countries, but also, opportunely, in countries where the majority of rights holders affected by business-related activities live.[38] At the time of writing, according to data from the Teaching BHR Forum, it is taking place in more than 200 institutions in 45 countries.[39] The adoption of the UNGPs in 2011 was crucial to clarify expectations towards companies and shift the BHR discussion from heavily legal to interdisciplinary which, in turn, had an impact in increasing BHR education in business schools. However, its adoption remains limited. At the time of writing, around 24% of the 331 memberships of the Teaching BHR Forum are from professors affiliated to 57 business schools, which means approximately

[35] Anthony Ewing, 'Introduction: Teaching Business and Human Rights' (*Teaching Business and Human Rights Handbook,* 2016) <https://teachbhr.org/resources/teaching-bhr-handbook/introduction-teaching-business-and-human-rights/> accessed 14 July 2023.

[36] Interview with Anthony Ewing, Lecturer, Law School, Columbia University (online, 1 June 2023).

[37] Ewing, 'Introduction' (n 35).

[38] Anthony Ewing, 'Promoting Business and Human Rights Education: Lessons from Colombia, Ukraine and Pakistan' (2021) 6(3) Business and Human Rights Journal 607 <https://doi.org/10.1017/bhj.2021.40> accessed 14 July 2023.

[39] 'Homepage' (*Teaching Business and Human Rights Forum*) <https://teachbhr.org/> accessed 14 July 2023.

0.41% of all business schools in the world (around 14,000[40]) have professors who are members of this forum.[41] This allows us to assume that less than 1% of business schools in the world have BHR education in place. As such, one can say that its uptake is far from desirable. In general, 'there is still too much focus on shareholder value and profit maximisation, and students are not sufficiently confronted with concerns that are not financial'.[42] The current tendency is for business schools to teach students 'the purpose of the company is to make money and the typical Milton Friedman kind of mindset'.[43] This focus on the outdated model of shareholder primacy and market managerialism has given rise to broad base critiques on business education due to it perpetuating an economic model that leads to social and environmental catastrophes for the profit of a wealthy elite, which students are encouraged to join.[44] In that sense, together with the trend of recognition of a different role for businesses in society must also come along the recognition of a different role for business schools, which includes educating future business leaders on BHR.

Even though BHR education is far from being mainstreamed, efforts to integrate it into the curricula of distinguished business schools have been important breakthroughs. In 2013, the first BHR research centre at a business school was established at New York University (NYU) Stern and, since then, many other initiatives have proliferated. Additionally, in recent years business case studies inventories have started to include more BHR thematics[45] and BHR research has been developing, providing a wide range of new textbooks and journal articles to support both teachers

[40] This number is mentioned in various news related to accreditation published in the websites of business schools. Some examples are 'Accreditations' (*University of Amsterdam*) <https://www.uva.nl/en/about-the-uva/organisation/faculties/faculty-of-economics-and-business/about-eb/accreditations.html> accessed 14 July 2023 and 'School of Business Among 1% Worldwide to be Triple Crown Accredited' (*The American University in Cairo*) <https://www.aucegypt.edu/news/stories/school-business-among-1-worldwide-be-triple-crown-accredited> accessed 14 July 2023.

[41] Values computed from data extracted from the database of the Teaching Business and Human Rights Forum, made available through a personal communication from Rachel Chambers to the author (11 July 2023).

[42] Interview with Bjorn Fasterling, Professor, EDHEC Business School (online, 14 April 2023).

[43] Interview with Ali Awni, Professor of Practice, School of Business, American University of Cairo (online, 12 April 2023).

[44] Parker (n 1).

[45] Until July 2023, the William Davis Institute library, which has a large collection of business cases and teaching materials for business schools, listed 310 items under the 'human rights' category.

and students.[46] We have also begun to see dedicated BHR graduate programmes, for example, the Master in Responsible Management with a Sustainable Business and Human Rights specialisation at the University of Geneva,[47] and disruptive MBAs, such as the ones offered in the International Institute of Management Development[48] or the University of Vermont – which was actually renamed to 'Sustainable Innovation MBA'.[49]

This qualitative study identifies four factors that seem to have been contributing to the incorporation of BHR education into the curricula of business schools: (i) changes in the discourse of accreditation entities; (ii) the organisation of professors and business schools in networks promoting BHR education; (iii) the increasing demand from students to learn about sustainability-related topics and (iv) the increasing demand from companies, that are subject to growing pressure from consumers, investors and employees to change their current way of operating, for graduates who are able to navigate the BHR landscape and guarantee a low-risk business profile. We will now briefly explore how each of these factors is contributing to the advancement of BHR education in business schools and, where appropriate, how these contributions can be leveraged.

1.2.1 Changes in the discourse of accreditation entities

Even though accreditation consumes massive amounts of resources and does no longer provide for a unique selling proposition because hundreds of business schools are accredited,[50] several interviewees have mentioned that their schools are extremely driven by it because, ultimately, it signals the school is trusted as of a certain quality.[51] For example, at the American Universi-

[46] A list of volumes can be found in fn 57 of Ewing, 'Introduction' (n 35). More recent volumes include Florian Wettstein (ed), *Business and Human Rights: Ethical, Legal, and Managerial Perspectives* (CUP 2022) and Anthony Ewing (ed), *Teaching Business and Human Rights* (Edward Elgar Publishing 2023).

[47] See more at 'Master of Science in Responsible Management' (*Geneva School of Economics and Management*) <www.unige.ch/gsem/en/programs/masters/responsible-management/> accessed 14 July 2023.

[48] See more at 'MBA Program' (*IMD - International Institute for Management Development*) <www.imd.org/degree/mba/program-core-themes/> accessed 14 July 2023.

[49] See more at 'Sustainable Innovation MBA' (*The University of Vermont*) <www.uvm.edu/business/simba_sustainable_innovation_mba> accessed 14 July 2023.

[50] Interview with John Ferguson, Professor, School of Management, University of St Andrews (online, 24 April 2023).

[51] Interview with Florian Wettstein, Director, Institute for Business Ethics, University of St Gallen (online, 28 April 2023).

ty of Cairo, accreditation entities like the Association to Advance Collegiate Schools of Business (AACSB), the Association of MBAs (AMBA) or the EFMD Quality Improvement System (EQUIS) appear to have had an impact in BHR education being first adopted at the undergraduate level, where the influence of accreditation is bigger due to the larger student body, as a consequence of their requirements for the curriculum to include components related to social impact.[52] As such, it seems that if one of these accreditation entities starts to demand a BHR course at the core of the undergraduate business curriculum, business schools will implement it to maintain said accreditation.[53] Accreditation entities have the potential of being the ones 'mandating that business schools modify the way they do things',[54] but some advocacy work is necessary to get them to ask for BHR education specifically. It was consensual among interviewees that accreditations have changed in the past years and are becoming more demanding regarding the positive social impact of business schools and the incorporation of sustainability-related content in their curricula, but there is no requirement for that incorporation to be done in compulsory courses and there does not seem to exist much sensitivity towards human rights specifically. In the Guiding Principles and Standards for Business Accreditation of AACSB,[55] 'human rights' is not mentioned once. The same applies to the MBA Accreditation Criteria of AMBA[56] and to the EQUIS Standards and Criteria.[57] As such, even though under the umbrella of 'sustainability' and 'social impact' the incorporation of BHR education into more business schools might be stimulated by the current standards of accreditation, we conclude that the leverage accreditation entities have to demand BHR education in business schools is not being availed to its full potential.

---

52 Interview with Ali Awni (n 43).

53 Interview with Florian Wettstein (n 51).

54 Interview with Ali Awni (n 43).

55 Available at AACSB Accredited, '2020 Guiding Principles and Standards for Business Accreditation' (AACSB Accredited 2020)<www.aacsb.edu/-/media/documents/accreditation/2020-aacsb-business-accreditation-standardsredlined06302023.pdf?rev=2f-85653bf7f940d9bb93f2a807cdbf72&hash=EC1FB243CC4902EF5C3C9AE756CB76A6> accessed 14 July 2023.

56 Available at AMBA, 'MBA Accreditation Criteria' (AMBA 2022) <https://www.associationofmbas.info/app/uploads/2022/11/AMBA_MBA-Criteria-June-2022_24pp_rev2.pdf> accessed 14 July 2023.

57 Available at EFMD, 'EQUIS Standards & Criteria' (EFMD 2023) <https://www.efmdglobal.org/wp-content/uploads/2023_EQUIS_Standards_and_Criteria.pdf> accessed 14 July 2023.

1.2.2 Organisation of professors and business schools in networks promoting BHR education

Initiatives such as the Teaching BHR Forum,[58] launched in 2011, and the BHRights Initiative,[59] launched in 2014, created relevant platforms for collaboration and the exchange of experiences between BHR educators. Therefore, they have been key to the discussion of efforts to promote BHR education and the creation of tools to design new BHR courses. The number of memberships from the Teaching BHR Forum has risen considerably in the past years, which is indicative of the growing interest in teaching and researching on this topic. The aforementioned networks have also provided a platform for sharing teaching resources. An example would be the Teaching Business and Human Rights Handbook[60] created by the Teaching BHR Forum, which is a compilation of teaching notes on different subjects that professors may use to help them introduce new topics into their courses or complement what they already teach. This is important work because accessing relevant teaching resources on BHR is not always an easy task, particularly in developing countries where there is less access to online academic publications, books and databases.[61]

The GBSN has a subchapter in BHR founded in 2017 by the Geneva Centre for Business and Human Rights, the NYU Stern Center for Business and Human Rights and the Alliance Manchester Business School. The GBSN for BHR comprises 120 business schools that meet annually to discuss how to advance BHR education in business schools. They are engaged in advocacy activities close to accreditation entities and have created materials that professors can use in conversations with university leadership to demonstrate the relevance of BHR education. Additionally, they provide guidance and institutional support for these professors to succeed in their claims.[62]

The UN has also been contributing to the advancement of BHR education through the work of the UN Global Compact Office and its national networks around the world. The UN Global

---

58 See more at n 39.

59 See more at 'The BHRights Initiative' (*Copenhagen Business School*) <https://www.cbs.dk/en/research/departments-and-centres/department-of-management-society-and-communication/the-bhrights-initiative> accessed 14 July 2023.

60 Available at 'Teaching BHR Handbook' (*Teaching Business and Human Rights Forum*) <https://teachbhr.org/resources/teaching-bhr-handbook/> accessed 14 July 2023.

61 Ewing, 'Promoting Business and Human Rights Education' (n 38).

62 Interview with Florian Wettstein (n 51).

Compact Office has developed BHR case studies and good practices notes that might be used in the context of higher education.[63] Additionally, it created the UN Principles for Responsible Management Education (PRME), an initiative that comprises 800 business schools and seeks to 'raise the profile of sustainability in schools around the world' and reformulate business education in a way that adequately instructs responsible business leaders.[64] Its core consists of a set of seven principles that business schools commit to share progress on. As such, signatory business schools are required to write an annual report on the sustainability-related projects and events the school organised.[65] There is certainly an argument that to be able to publicly declare the affiliation of a business school to the UN PRME, there should be some concrete implementation thresholds to fulfil or even some kind of accreditation process, rather than merely having to report on projects and events.[66] However, it is important to acknowledge the 'resource implications on the UN PRME side'[67], which also influence the low number of signatories in its open letter calling academic institutions to fulfil their role of equipping students with the relevant knowledge and skills to become responsible business leaders by integrating BHR topics into their curricula.[68] In that sense, despite half a loaf being better than none, we believe the UN PRME could make better use of its network to strongly support the implementation of BHR education. Nonetheless, alongside with professors' networks and the GBSN for BHR, it has been relevant in the advancement of BHR education in business schools due to the platform it created for BHR educators in business schools to connect and collaborate with one another to address common challenges.

1.2.3 Increasing demand from students

Students are a crucial stakeholder in BHR education in business schools. BHR courses seem to be well-received by them and many interviewees have referred to the increasing number of stu-

63 See, for instance, the Human Rights and Business Dilemmas Forum (<https://hrbdf.org/>).

64 'What is PRME?' (*Principles for Responsible Management Education*) <www.unprme.org/about> accessed 14 July 2023.

65 Interview with Rachel Chambers, Assistant Professor, School of Business, University of Connecticut (online, 6 June 2023).

66 Interview with John Ferguson (n 50).

67 ibid.

68 United Nations Global Compact (n 2).

dents in their courses and to students inquiring about additional BHR courses they could take at their institutions, including at undergraduate level. For instance, Professor Lara Bianchi mentioned an increase in the number of students in her undergraduate BHR class of more than 245% in the past three years.[69]

According to the Positive Impact Rating for Business Schools 2023, students are now demanding 'a higher level of societal engagement from their faculty and school'.[70] This study, based on 12,836 collected student responses, signals that students want the profit maximisation mindset to be left aside and sustainability to be put at the core of business teaching, which requires it being compulsory. Two anecdotal examples that reiterate the idea that the student demand to learn about sustainability-related topics seems to be growing are that, even though the offering of classes with a focus on sustainability and corporate responsibility is expanding at the University of St Gallen, they are normally 'quite full',[71] and that the Erb Institute had so many undergraduate students from the Ross Business School reaching out to the Institute and showing interest in learning about sustainability that they decided to create their undergraduate Erb Fellows programme.[72] A reason for this demand might be that some students were already in contact with sustainability-related topics during their high school education or are genuinely interested in these matters and expect to be taught about them at the university level.[73]

The social pillar of sustainability encompasses human rights. Considering this link between sustainability and human rights, the greater the student demand around sustainability and sustainable business practices, the more opportunity there is to discuss human rights topics and BHR specifically. In that regard, the sustainability-related student demand can be a factor to pressure programme directors to include BHR education in the curricula of business programmes.

---

69 Interview with Lara Bianchi, Assistant Professor, Business School, Nottingham University (online, 3 May 2023).

70 Positive Impact Rating for Business Schools, 'PIR 2023 Edition' (2023) <www.positiveimpactrating.org/_files/ugd/d46c06_185c8dff990a42c2a246f9572c85cb40.pdf> accessed 14 July 2023.

71 Interview with Florian Wettstein (n 51).

72 Interview with Terry Nelidov, Managing Director, Erb Institute, University of Michigan (online, 3 May 2023).

73 Interview with Judith Schrempf-Stirling, Associate Professor, School of Economics and Management, University of Geneva (online, 17 April 2023).

1.2.4 Increasing demand from companies

The demand from the job market is also changing due to the growing consensus that companies have the responsibility to respect human rights, the enactment of MHREDD laws and the societal expectations on behalf of investors, consumers and employees, who are increasingly pushing for the companies they work in to behave responsibly. Consumers are becoming more exigent, in particular the younger generations, who 'are making choices which are increasingly sustainability-oriented and are asking more questions about where the products come from and under which conditions they were made'.[74] Businesses are more and more engaged in complex human rights issues connected to their business strategies and, consequently, they are looking for graduates who are familiarised with the international BHR standards for businesses and the evolving MHREDD legislation, and have the knowledge and skills to make well-informed decisions when addressing business-related human rights risks and associated opportunities.

The increase in sustainability-related job listings of companies in platforms such as LinkedIn or Google Jobs over the last three years is noticeable. According to the LinkedIn 2022 Global Green Skills Report, 'job postings requiring green skills grew at roughly 8% annually since 2015'.[75] Terry Nelidov, who regularly contacts with the business partners of the Erb Institute, says those job listings show 'a *real* demand because they are *real* jobs' and that 'consultants are having trouble filling these jobs fast enough', especially when it comes to investment and risk analysts, and supply chain positions related to human rights in retail and consumer facing brands which are concerned about their reputation.[76] We cannot say whether these vacancies are actually filled by people graduating from business schools; however, business schools must be aware that the job demand for students who have literacy on BHR is only going to grow.[77]

It is interesting to note that some students who take up these positions may 'end up ticking boxes in order to make sure that companies fulfil some kind of environmental, social and governance requirements' and it is unclear 'whether there is a job mar-

74 Interview with Claire Bright (n 33).
75 LinkedIn, 'Our 2022 Global Green Skills Report' (2022) <https://news.linkedin.com/2022/february/our-2022-global-green-skills-report> accessed 14 July 2023.
76 Interview with Terry Nelidov (n 72).
77 Interview with Judith Schrempf-Stirling (n 73).

ket for genuine human rights strategy',[78] even in countries that already have MHREDD laws in place. In that sense, the pressure to integrate more BHR concerns should first be directed towards companies. However, it would be best if 'sometimes business schools could take the lead and show employers what they should take care of'.[79] This is a chicken and egg situation – it is unclear whether education transforms as a response to the changes in the labour market or if 'companies see an increase in students coming out of business schools with an interest and training in human rights and then create positions to accommodate that'.[80] Nevertheless, academic institutions could indeed force a change in recruiting with the strengthening of BHR education. After all, companies want to hire the best graduates and, if the best graduates demonstrate they are more attracted to work in socially and environmentally responsible companies, this could be a motivating force for businesses to adopt a more responsible business conduct.

In summary, after knowing more about the evolution of the BHR field, this section focused on the subsequent incorporation of BHR education into business schools, highlighting four factors that have been contributing to the advancement of said incorporation, but still have the potential to be significantly more leveraged. We will now move on to the last section of the chapter, which argues that it is crucial that the incorporation of BHR education into business schools is carried out to raise future business leaders' awareness of the human rights and environmental impacts of their decisions, and to prepare them to meet the labour market's demands, which will inevitably continue to change as a result of the aforementioned context.

1.3 The role of Business and Human Rights education in business schools

Just as there are many leverage points to push companies towards greater respect for human rights, there are also many leverage points to push universities towards strengthened BHR educa-

78 Interview with Bjorn Fasterling (n 42).
79 ibid.
80 Interview with Elizabeth Umlas, Lecturer, Interdisciplinary Institute of Ethics and Human Rights, Université de Fribourg (online, 18 May 2023).

tion.[81] The last subsection of this chapter explains the role BHR education can play in business schools and identifies key aspects that can be addressed when engaging in advocacy work for its incorporation. A subsection is devoted to the particular role BHR education can play at the undergraduate level.

As stated before, businesses can have a huge impact on how universal human rights are enjoyed and the state of preservation of the environment. While environmental impacts are nowadays given relative importance, the same does not happen with human rights impacts. Nonetheless, complex human rights challenges are intrinsic to international business, and companies can no longer avoid embedding human rights in their organisation. As a consequence, students should get introduced early on to the fact that sustainability does not only concern the environment, but also social impact and human rights. It is not expectable that BHR education will convert business students into human rights activists, but it can provide them with the understanding of how human rights phenomena are connected to business activities, which is crucial to better manage said phenomena.

By including BHR topics in the curricula of business programmes, it is possible to show students that human rights and, more broadly, sustainability issues are relevant for companies to fulfil their responsibilities towards society and should translate into practical and operational concerns, which might not be the idea transmitted in other disciplines.[82] BHR education can also create the conscience that, once students become managers, they should not 'detach from their individual or human side because they see themselves only as a business manager that takes business decisions', since 'every decision they make, even when they are sitting at a desk, has repercussions that people will feel or the environment will feel' and, as such, not only profit has to be considered, but also each decision's impact on the ground.[83]

In line with this, BHR education provides students with a different framework through which to look at business, which considers long-term scenarios and social and environmental repercussions. When pursuing business degrees, especially at undergraduate level, students are in a formative stage where their eyes

[81] Interview with Anthony Ewing (n 36).
[82] Interview with Bjorn Fasterling (n 42).
[83] Interview with Judith Schrempf-Stirling (n 73).

are being open to some of the fundamentals of how business is done.[84] If business students are not exposed to BHR education and go through their studies without cultivating an appreciation of the wider societal impacts of business, there is the risk they might never do, because once they are in business roles 'it is easy to become subsumed in the business thinking and not necessarily think outside the box'.[85] Terry Nelidov, who previously worked as a consultant with BSR ®: Sustainable Business Network and Consultancy, shared that many of their project engagements with mining, oil and gas companies started with workshops with the senior management on the business case for sustainability. This was needed because 'it was not included in the graduate or undergraduate business degrees that the managers had received' and it was necessary for the implementation of the projects that they understood the importance of respecting their stakeholders' interests.[86] Business schools are the best place to build this understanding, which the abovementioned example shows to be relevant in practice.

Business students 'are probably the most important target of a BHR class',[87] since they might end up in the position to influence and have a direct impact in corporate operations as business leaders and managers. BHR education trains them to be able to identify and react to adverse human rights and environmental impacts, as well as provides them with a common language and framework that can help them discuss and manage human rights and environmental challenges. Through BHR education, students become familiarised:

84 Interview with Rachel Chambers (n 65).
85 ibid.
86 Interview with Terry Nelidov, Managing Director, Erb Institute, University of Michigan (online, 1 June 2023).
87 Interview with Bjorn Fasterling (n 42).

> with tools and standards like the UNGPs and are exposed to the way companies have managed human rights issues so they are not learning on the job. Like anything else, whether it is accounting or finance or supply chain management, students are better equipped to address these issues if they studied them and then applied them in the real world, rather than encountering them for the first time in the real world and only then finding the tools to deal with these issues.[88]

As such, business schools and BHR education have a big role to play in empowering future business leaders to take human rights matters into their own hands by equipping them with the necessary knowledge and skills to navigate BHR issues and respond to the growing corporate demand for graduates with such skills. This also results in them being less dependent on their legal officers to tell them how to fulfil their human rights responsibilities in practice, implement MHREDD requirements or manage their relationships with their employees, suppliers or communities. As Professor Lara Bianchi sums up, 'human rights are not all about legal aspects and liability. Human rights are also about day-to-day management and day-to-day management needs to be taught to managers'.[89] It is important to note that human rights knowledge is not only relevant for graduates who decide to take dedicated positions in BHR, for instance, in the corporate social responsibility (CSR) department of a company, which are a minority, but for all business functions, ranging from human resources to compliance, finance, marketing, public relations, strategy, supply chain management, among others.[90] It is also through BHR education that students open their eyes to the fact they have human rights as individuals and employees and 'they can use those rights - it is not just something that is out there on paper or policy that has no implications in the world of work'.[91]

After having had BHR education, it is expected that students are able to question a company's functions and operations through an innovative human rights and environmental lens – 'a lens that is a bit different from CSR because it is informed by the

[88] Interview with Anthony Ewing (n 36).
[89] Interview with Lara Bianchi (n 69).
[90] United Nations Global Compact (n 2).
[91] Interview with anonymised interviewee (11 May 2023).

weight of international standards'[92] – and that they bring that lens to the table where business strategies and decisions are discussed on a daily basis in order for companies to end up adopting business practices that are more considerate of human rights impacts. In that regard, it is worth mentioning that an alumna of one of the interviewees shared she had been able to challenge senior management on a sustainability issue because she felt confident and empowered to do so due to the education she had received.[93]

Considering that all the abovementioned learnings are expected to be carried into the graduates' professional lives, it is evident that effective BHR education has an immense potential to help business leaders and companies fulfil their responsibilities towards society, therefore playing a role in avoiding adverse human rights and environmental impacts and strengthening the protection of human rights and the environment. Ultimately, BHR education can change the course of business and markets worldwide by training responsible business leaders and managers who will promote the use of human rights criteria in all decisions made around the world every day.[94] As such, in view of the impact BHR education might have on the ground in the long-term, addressing BHR topics in education is a 'moral imperative'.[95] On this note, the measurement of the impact of BHR education in business schools could be an avenue for further research. Some indicators that could be measured are: (i) if students started to work in positions directly related to BHR and in what kind of positions; (ii) if the training they received gave them enough of a foundation so that they can make a difference in those positions; (iii) the deeds they were able to achieve, for instance, making progress on bringing human rights into their company's way of working; (iv) if more BHR positions were created due to changes in education or (v) if students became demanding employees pushing the companies they work in to address human rights and environmental issues.[96]

To conclude this section, it is worth reiterating six reasons why the role of BHR education in business schools is such an important one: (i) firstly, it creates an understanding of how business activities and sustainability are connected with complex hu-

92 Interview with anonymised interviewee (n 91).
93 Interview with John Ferguson (n 50).
94 Interview with Terry Nelidov (n 86).
95 Interview with John Ferguson (n 50).
96 Interview with Elizabeth Umlas (n 80).

man rights challenges; (ii) secondly, it raises awareness of the students' future responsibility to respect human rights and the adverse social and environmental impacts their future decisions as managers might have on their stakeholders; (iii) thirdly, it empowers students with the tools and knowledge to effectively identify and address these adverse impacts according to the international standards on the topic, therefore responding to the increasing demand from the job market for responsible managers; (iv) fourthly, it helps students understand they are not only duty bearers, but also rights holders; (v) fifthly, it opens their eyes to what they can do differently as managers and how they can positively impact business practice by bringing a human rights and environmental lens to the decision-making table and (vi) sixthly, if mainstreamed and translated into practice, it has the potential to change the course of business as usual and strengthen the protection of human rights and the environment. The following subsection focuses on the role of BHR education in business schools specifically at the undergraduate level, where it appears to be even less common.

1.3.1 At the undergraduate level

All the interviewees agreed it would be extremely important to consistently expose students to BHR education at the undergraduate level, mostly due to the potential of it playing a more accentuated role than at the graduate level. Especially in the undergraduate phase, students are living the university's 'transformational experience'.[97] They are 'formulating their outlook on life' and trying to 'figure out their identity and get a sense of how they want to have an impact in the world'.[98] Some interviewees mentioned undergraduate students seeming particularly open to new ideas and ways of thinking and to question more structural aspects of mainstream business and life in general. Undergraduate students are also 'very receptive to BHR subjects' and 'want to take classes and show credentials of understanding them'.[99] As such, it seems that making managers think automatically about human

[97] Interview with Terry Nelidov (n 86).
[98] Interview with Elizabeth Umlas (n 80).
[99] Interview with Rachel Chambers (n 65).

rights and environmental impacts when taking business decisions can be achieved 'in part, by teaching them these topics when they are 18, 19, 20 years old'.[100]

Undergraduate students might have chosen a business degree or major because they are interested in working in the private sector, but 'the interest they have in markets, finance and profit does not mean they do not care about the world'.[101] In this regard, some professors mentioned seeing an increase in the number of young people who believe that business can be a force for good in recent years, perhaps because 'most of them have not worked in large companies and bureaucratic and complex organisations and so they have not learned all the obstacles to change happening'.[102] Compared with graduate students, who usually go to MBA programmes with three to five years of experience, 'undergraduate students want things to move faster' and, to the image of Greta Thunberg, are 'very impatient, very demanding, very decisive and very activist'.[103]

Another aspect that was mentioned about undergraduate students was them still being 'quite impressionable in a sense'. As such, if the message that 'human rights are a part of the core of what they study and they affect everything they do' comes across, 'the chance it sticks with some students is much higher than at the master's level'.[104] Another point raised was that teaching undergraduate students is like 'teaching from scratch to virgin students that do not necessarily believe profit maximisation is the goal, but are open to what the professor is telling them', while when teaching at the master's level, the professor is teaching 'at a mindset that is corrupted already'.[105] Professor Judith Schrempf-Stirling reiterated this idea by saying that, when formerly teaching a course in the final year of an undergraduate programme, she considered her course was placed too late in the curriculum because when students came to her 'it was hard to break their understanding that business is about money' and to make them see 'the arguments on the soft side' and the interests of stakeholders other than investors. As such, when students were analysing

100 Interview with Elizabeth Umlas (n 80).
101 ibid.
102 Interview with Terry Nelidov (n 72).
103 ibid.
104 Interview with Florian Wettstein (n 51).
105 Interview with Lara Bianchi (n 69).

case studies, the criteria used in their decisions was very profit-focused, which they would justify under excuses like 'everybody is doing it'.[106] This leads us to think that incorporating a BHR course only at later levels in the degree might be in danger of signalling that BHR is 'a consideration on top of everything else', rather than a core aspect of business activity.[107] On the other hand, if one of the first classes business students took was about human rights, 'it would completely shift their perspective on what business is all about and it would kind of condition the way they learn other subjects'.[108]

Even though undergraduate students might have more difficulties than graduates grasping some concepts, 'understanding how human rights relate to business activity can be appropriate for every level of university education'.[109] Undergraduate students are in the process of learning important basics of business and 'it might be overwhelming to confront them with terminology and concepts that they might not have fully understood'.[110] As such, students need to have a basis of understanding of a set of specific issues such as business models, business structures, corporate governance, supply chain operations, CSR and maybe even some knowledge of geopolitics to be able to engage with BHR thematics.[111] However, it all comes down to a coherent curriculum design. As such, BHR education should take place as early as students have enough operational knowledge to grasp it, so that they can understand that the purpose of business can be both profit and social impact from the start of their education and bring that framework into other disciplines.[112] Professors should not be afraid of teaching at a fairly simplistic and trivial level, as long as the key messages come across.[113]

Last, but not least, incorporating BHR education into the curricula of business programmes only at the graduate level is a missed opportunity to raise future business leaders' awareness of BHR issues, since there are more students enrolled at undergrad-

106 Interview with Judith Schrempf-Stirling (n 73).
107 Interview with Florian Wettstein (n 51).
108 ibid.
109 Interview with Anthony Ewing (n 36).
110 Interview with Leonard Feld, Postdoctoral Student, Centre for Law, Sustainability & Justice, University of Southern Denmark (Sevilla, Spain, 13 April 2023).
111 Interview with anonymised interviewee (n 91).
112 Interview with Judith Schrempf-Stirling (n 73).
113 Interview with Florian Wettstein (n 51).

uate level and many undergraduate students will not proceed to get master's degrees or MBAs, which means this can be the only time in their education in which they might have contact with these thematics. Another reason to integrate BHR education at the undergraduate level is that it might trigger students' interest to specialise in the field during their graduate studies or their professional careers or at least lead to some reflections on the type of company they want to work in after graduating.

As such, we conclude that the impact of BHR education in business schools at the undergraduate level is potentially larger than at the graduate level, due to the greater receptiveness of undergraduate students to BHR issues and willingness to question the traditional *modus operandi* of businesses. It seems that having BHR education at this level may result in a bigger level of interiorisation of the key message that the purpose of business can be both profit and social impact, therefore potentially increasing its footprint, since this type of considerations are embedded from the start of the students' business education. As such, our main argument is that BHR education should take place as early as students have enough business operational knowledge to grasp all the necessary concepts. Having established that it is beneficial for BHR education in business schools to start at undergraduate level, we will now analyse the current practice of BHR education in a sample of seven undergraduate business programmes.

2. The practice of Business and Human Rights education in business schools at the undergraduate level

Following a reflection on the importance of BHR education in business schools, particularly at the undergraduate level, it appears relevant to analyse its current practice. As such, the goal of this chapter is to characterise said practice based on a sample of seven undergraduate business programmes. The characteristics and content of BHR-related courses and modules vary depending on the region of the world, the institutions in which they are taught and, when professors are given enough leeway, their own personal options. As such, it is important to note that the following analysis only covers examples of how BHR education is being integrated in business schools at the undergraduate level, and it does not seek in any way to be exhaustive.

The analysis will be structured in three parts. Firstly, there will be a brief discussion regarding whether BHR education is embedded across the curricula of the undergraduate business programmes in a multidisciplinary way or is mostly left for specialised courses and modules. This will not be assessed through the analysis of the course syllabi, but through the analysis of data collected during interviews with the professors that teach the eight analysed BHR-related courses, since the syllabi of specific courses cannot provide information on the other existing courses in the curriculum.

Secondly, the focus will be on specialised BHR-related courses offered in the selected business schools. The eight courses are not the only BHR-related courses offered in these schools, but the analysis will be limited to them because they are the ones taught by the professors that filled in the form and provided additional clarifications by email. The analysis has its limitations because course syllabi do not illustrate in its entirety what happens in practice in the classroom. Generally, from course syllabi, one can re-

trieve fairly detailed learning outcomes and assessment activities, but will only have an overview of the teaching methods used and the topics covered. In courses that are not stand-alone BHR courses, it is not always easy to understand which topics include BHR discussions or are approached from a BHR lens, or which learning outcomes, teaching methods and assessment activities relate or are used in the BHR component of the course. However, there is the assumption that course syllabi still provide a reasonable representation of the educational practice. Therefore, course syllabi will be analysed in order to assess the current practice of BHR-related courses and modules in business schools at undergraduate level in regard to the learning outcomes, assessment activities, teaching methods and content of such courses and modules.

2.1 Incorporation of Business and Human Rights education across the curricula of the analysed undergraduate business programmes

From the data collected in the interviews, the general tendency seems to be BHR education taking place in specialised BHR-related courses, rather than BHR thematics or a BHR lens being infused across courses, even though that might happen punctually. It seems that even in business schools engaged in BHR education, core courses remain quite traditional, except when the professor that teaches BHR-related courses also teaches core courses, as is the case of Professor Ali Awni, who teaches supply chain management, Professor John Ferguson, who teaches management accounting or Professor Lara Bianchi, who teaches business ethics.

In disciplines such as Business Ethics, Business and Society or CSR, BHR topics are sometimes covered as part of a module. As most times Business Ethics and Business and Society courses are compulsory, integrating a BHR module in them can trigger the students' interest to enrol in electives related to BHR in subsequent years.

From the sample of seven undergraduate business programmes, one appears to be an exception. In the University of St Andrews' School of Management there is no specialised course on BHR, but students are exposed to many BHR issues throughout their degree, so 'they are pretty well versed and quite receptive to engage on BHR issues' by the time they might opt to have a CSR

module in their final year, which includes a module on BHR where they can delve into BHR material more in-depth.[114] This happens because most professors 'take a sustainability and critically oriented social sciences approach even if they are teaching mainstream material, highlighting the limitations and the arguments against taken-for-granted assumptions', which fosters students' critical eye for standard business practices.[115] This might be related to the fact that, as a non-accredited school, there is more discretion regarding what content to cover and how to approach it.

Having in consideration that BHR education in business schools at the undergraduate level seems to be mainly taking place in specialised BHR-related courses, we will now move on to the characterisation of such courses.

2.2 Characterisation of analysed courses

The eight BHR-related courses will be characterised having in consideration three aspects: (i) if they are a stand-alone BHR course, a course that includes a BHR module, or a course that addresses BHR issues throughout; (ii) the number of teaching hours devoted to BHR; and (iii) if the course is compulsory or elective. Table 1 structures the data collected.

[114] Interview with John Ferguson, Professor, School of Management, University of St Andrews (online, 24 April 2023).
[115] ibid.

Name of school and university	Name of degree	Name of course	Incorporation of BHR into the course	Number of ECTS per course	Approximate number of teaching hours devoted to BHR	Type of course (compulsory/elective)
University of Glasgow Adam Smith Business School	Bachelor in Accountancy and Finance	Accountability and Human Rights (ACCFIN4031)	BHR stand-alone course	10 ECTS [116]	26 hours	Elective
IUSS Pavia & University of Pisa Economics and Management Department	Bachelor in Management for Business and Economics	International Management and Marketing (544PP)	BHR integrated throughout the course	12 ECTS	Difficult to calculate	Compulsory
Geneva School of Economics and Management	Bachelor in Economics and Management	Business and Human Rights (S230022)	BHR stand-alone course	3 ECTS	21 hours	Elective
Nottingham University Faculty of Social Sciences / Business School	Bachelor in Management	Business, Human Rights and Sustainable Development (BUSI 2044)	BHR stand-alone course	5 ECTS [117]	18 hours	Elective
American University of Cairo School of Business	Bachelor of Business	Business & Society (MGMT 4970)	BHR modules integrated within the course	6 ECTS [118]	Difficult to calculate	Elective
University of Connecticut School of Business	Undergraduate Business Program	Corporate Social Impact and Responsibility (MKTG 3252)	BHR stand-alone course	6 ECTS	36 hours	Elective (except for the Social Responsibility and Impact Minor)
University of Connecticut School of Business	Undergraduate Business Program	Business Solutions for Societal Challenges (MJGT 3254)	BHR integrated throughout the course	6 ECTS	Difficult to calculate	Elective (except for the Social Responsibility and Impact Minor)
University of St Andrews School of Management	Bachelor in Management	Corporate Social Responsibility, Accountability and Reporting (MN4227)	BHR stand-alone course	10 ECTS	13 hours	Elective

Table 1 - Characterisation of analysed undergraduate BHR-related courses

116 The credits of the courses taught at the University of Glasgow and the University of St Andrews were converted to ECTS by dividing the credits by two, according to the Scottish Credit and Qualifications Framework Credit Points, as described in 'European Tools' (*Scottish Credit and Qualifications Framework*) <https://scqf.org.uk/services-partnerships/international-european-tools-and-projects/european-tools/> accessed 14 July 2023.

117 The credits of the course taught at Nottingham University were converted to ECTS by dividing the credits by two, according to the Credit Accumulation and Transfer Scheme, as described in Patrick Atack, 'What is the European Credit Transfer System (ECTS)?' (*Study.eu*, 30 March 2022) <https://www.study.eu/article/what-is-the-ects-european-credit-transfer-and-accumulation-system> accessed 14 July 2023.

118 The credits of the courses taught at the American University of Cairo and the University of Connecticut were converted to ECTS by multiplying the credits by 2, according to the US Credit System, as described in Patrick Atack, 'What is the European Credit Transfer System (ECTS)?' (*Study.eu*, 30 March 2022) <https://www.study.eu/article/what-is-the-ects-european-credit-transfer-and-accumulation-system> accessed 14 July 2023.

In relation to the incorporation of BHR into the courses, we observe that, out of the eight courses in focus, half are stand-alone BHR courses. In two of the other cases, BHR is inserted as a module within a broader course, in two other, courses address BHR issues or consistently use a BHR lens throughout. It is of note that BHR modules were inserted in courses related either to Business and Society or CSR.

Regarding the number of teaching hours devoted to BHR in these courses, BHR modules integrated in a course that addresses other themes have up to 13 hours. When it comes to stand-alone courses, the range of teaching hours goes from 18 to 36 hours. As such, one might conclude that teaching BHR in a stand-alone course may result in students being exposed to significantly more hours of BHR education compared to when a BHR module is inserted into another course. The number of teaching hours devoted to BHR thematics in courses where a BHR lens is adopted throughout the course are more difficult to measure.

In relation to courses being compulsory or elective, one can see a huge prominence of elective courses, regardless of them being stand-alone courses or courses that incorporate BHR modules or adopt a BHR lens throughout. One reason for this might be the lack of flexibility when designing undergraduate business curricula that will be explored in Chapter 3.6. In only one out of eight cases, BHR content was introduced throughout a compulsory course, which happens to be a core business course on International Management. This is a good example of how core courses with a high number of teaching hours can accommodate BHR thematics.

In the following sections, the proposed learning outcomes and assessment activities, teaching methods, and main topics described in the eight course syllabi will be analysed.

2.3 Learning outcomes and assessment activities described in the analysed course syllabi

Learning outcomes are affirmations that convey with precision what students will have learnt and be able to do after completing some kind of learning activity, such as a course. Learning outcomes usually translate into knowledge, skills or attitudes,[119] and, supposedly, they ought to match the teaching and assessment activities in order to set adequate student expectations. Bloom's Taxonomy, which is a 'classification system of learning outcomes based on the level of students' understanding necessary for achievement or mastery'[120] was used to classify the learning outcomes and assessments activities collected from the course syllabi of the eight undergraduate BHR-related courses in focus.

Learning outcomes are mostly centred on the cognitive domain. After Krathwohl's revision of Bloom's Taxonomy, which led to the Taxonomy for Learning, Teaching and Assessment, cognitive skills have been classified in six groups: (i) remembering, (ii) understanding, (iii) applying, (iv) analysing, (v) evaluating and (vi) creating, each associated with a set of verbs (see Annex 2). The first three levels promote Lower-Order Thinking Skills (LOTS), while the last three levels promote Higher-Order Thinking Skills (HOTS), which imply a more sophisticated type of learning built on a decent level of competence at the lower levels.

The learning outcomes presented in the analysed course syllabi were, on the basis of the verb that was used in their defining sentence, classified in one of the six groups of the Bloom's Taxonomy. In cases where the sentence had more than one verb, for instance, in 'Explain and evaluate alternative conceptions of human rights, their foundations, meaning, and implications for business',[121] the sentence was broken down into two and each part was analysed as a different learning outcome.

---

[119] Semih G Yildirim and Stuart W Baur, 'Development of Learning Taxonomy for an Undergraduate Course in Architectural Engineering Program' (paper presented at the American Society for Engineering Education, 2016) <www.ucl.ac.uk/teaching-learning/sites/teaching-learning/files/2016_the_development_of_learning_taxonomy_in_undergrad_architectual_engineering.pdf> accessed 14 July 2023.

[120] Joel Mayo Torres and others, 'Classification of Learning Outcomes and Assessment Activities in CHED Prototype and SUC Syllabi based on Kratwohl's Taxonomy' (2021) 20(5) Elementary Education Online <www.researchgate.net/publication/351368379_Classification_of_Learning_Outcomes> accessed 14 July 2023.

[121] Learning outcome of the course 'Accountability and Human Rights', taught at the Adam Smith Business School of the University of Glasgow.

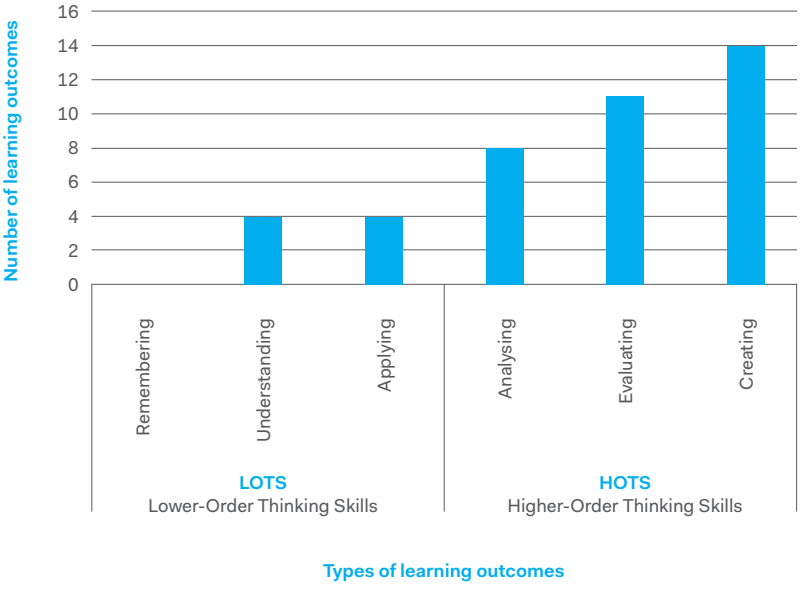

Figure 1 - Learning outcomes classified according to Bloom's Taxonomy

Figure 1 presents the 41 learning outcomes mentioned in the eight analysed course syllabi classified according to the six levels of Bloom's Taxonomy and grouped into LOTS and HOTS. The overwhelming majority of learning outcomes (81%) were classified under HOTS, while 19.5% were classified under LOTS. The highest percentage of learning outcomes belongs to 'creating' (34%), which is the highest level of the revised Bloom's Taxonomy, followed by 'evaluating' (27%) and 'analysing' (20%) – all HOTS. On the LOTS side, the same percentage (9.75%) of learning outcomes was classified under 'understanding' and 'applying', and no learning outcome was classified under 'remembering'.

The category 'creating' refers to a level in which 'students are to generate, build, or construct solutions or ideas to the problems, to make products, and discover something innovative'.[122] It seems that the designers of the analysed course syllabi were attentive to the different levels of cognitive processing when describing the courses' learning outcomes. The predominance of learning outcomes connected to HOTS demonstrates their goal to promote

[122] Torres and others (n 120).

students' deep learning of BHR issues, so that they are able to critically reflect on companies' strategies and practices and come up with out of the box solutions to address human rights challenges in a real-life context.

Having already classified the learning outcomes of the eight undergraduate BHR-related courses in focus, we will now proceed to classify the assessment activities mentioned in their course syllabi. Classifying assessment activities based on Bloom's Taxonomy is useful to know to which cognitive level they are adapted to.

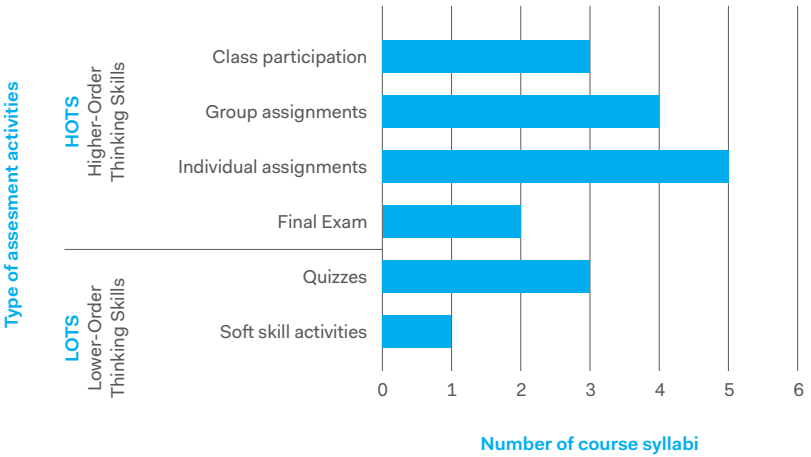

Figure 2 - Distribution of assessment activities across course syllabi

Figure 2 shows how frequently each of the assessment activities is mentioned in the set of analysed course syllabi. In this figure we can see that the most frequently mentioned assessment activity is individual assignments, which include presentations, essays and reports. Individual assignments are mentioned in five out of eight course syllabi. Group assignments, which include group presentations, group essays, qualitative research studies and consultancy reports, are mentioned in half of the course syllabi, followed by quizzes and class participation, which are mentioned in three out of eight course syllabi, and final exams, which are mentioned in two. Soft skills activities are only mentioned in one of the course syllabi.

Similarly to what was performed by Joel Mayo Torres and others, assessment activities were also classified based on HOTS and LOTS. Class participation, individual assignments, group assign-

ments, and final exams were classified as assessing HOTS. Quizzes and soft skills activities were classified as assessing LOTS. While class participation and individual assignments clearly require the use of critical thinking skills, the classification of final exams and quizzes is more dubious because it depends on the type of questions asked by the professor. We assumed most questions in exams would require students to analyse BHR challenges in order to come up with a stance at the end, while quizzes would ask questions that would only require understanding and recalling information.

Figure 2 reveals that the majority of the assessment activities described in this set of courses are of HOTS order, which means they challenge students' critical thinking skills. As such, it seems that professors teaching these courses are measuring the intended levels of thinking stated in the learning outcomes and that the learning outcomes and assessment activities are well aligned, which fosters student development. As pedagogy should also be in accordance with the learning outcomes, the analysis that follows will be relative to the teaching methods mentioned in the analysed course syllabi.

2.4 Teaching methods mentioned in the analysed course syllabi

By definition, a teaching method is a technique or a strategy that the teacher defines to enhance student learning experience. As such, it should suit the proposed learning outcomes for the course. Ganyaupfu presents three types of teaching methods: (i) the student-centred method, which is associated to active learning, where the role of the teacher is to facilitate the learning process and the focus is on real life thematics; (ii) the teacher-student method, which implies a more theoretical approach that revolves around the teacher as transmitter of knowledge and does not require engagement between subjects and (iii) the teacher-student interactive method, that combines aspects from the previous two methods and motivates learners to be engaged and to seek and produce their own knowledge in class.[123]

[123] Elvis Munyaradzi Ganyaupfu, 'Teaching Methods and Students' Academic Performance' (2013) 2(9) International Journal of Humanities and Social Science Invention 29 <www.researchgate.net/publication/264124430_Teaching_Methods_and_ Students'_Academic_Performance> accessed 14 July 2023.

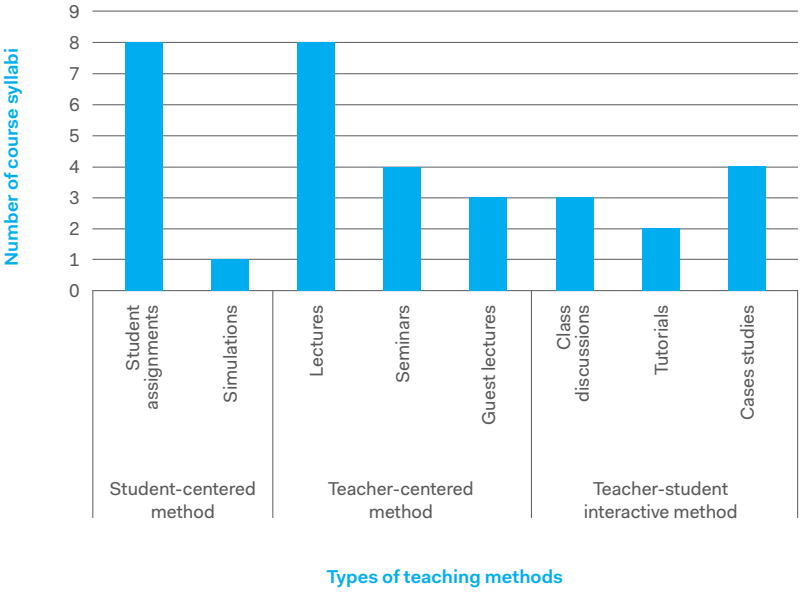

Figure 3 - Distribution of teaching methods across course syllabi

The teaching methods mentioned in the analysed course syllabi were categorised into these three methods. Figure 3 shows how frequently each of these teaching methods is referenced in the set of analysed course syllabi. In this figure we can see lectures and student assignments, such as presentations, essays, or any kind of individual or group projects, are mentioned in all course syllabi, which shows there is at least a combination of the student-centred and teacher-centred methods in all courses. Seminars and case studies, which are mentioned in half of the course syllabi, are the third and fourth most mentioned teaching methods. The least frequently mentioned teaching methods are tutorials and simulations, the latter probably due to the logistics implied in its organisation. Therefore, the majority of teaching methods mentioned in the course syllabi were categorised under 'teacher-centred methods' (46%). The others were evenly categorised into 'student-centred methods' and 'teacher-student interactive methods'. This seems to indicate a balanced combination of teaching methods is used to achieve the defined learning outcomes.

2.5 Course content described in the analysed course syllabi

The course syllabi screening allowed us to identify a list of main topics covered in the eight analysed undergraduate BHR-related courses. The topics listed in the syllabi were categorised into the five themes presented in Table 2: (i) introduction to BHR, (ii) business and societal challenges, (iii) international frameworks for BHR, (iv) how to respect human rights in practice and (v) BHR in different industries.

Table 2 - Topics retrieved from the course syllabi grouped into themes

Themes	Topics retrieved from the course syllabi
1. Introduction to BHR	Distinction from CSR, connection between BHR and globalisation, expectations and drivers for BHR, concept of human rights, relationship between human rights and business, human rights implications of global business operations.
2. Business and societal challenges	The role of business in addressing societal challenges, shareholders vs stakeholders value, climate change and just transition to net zero, tax avoidance, sustainable development, human rights and environment, diversity, equity and inclusion (DEI), economic and social inequalities, modern slavery in global supply chains, living wages, base of the pyramid.
3. International frameworks for BHR	UNGPs, state's duty to protect human rights, corporate responsibility to respect human rights, regulation and policy responses related to multinational enterprises.
4. How to respect human rights in practice	Different approaches to enforcing human rights standards for companies, operationalising respect for human rights, human rights due diligence, multi stakeholder initiatives, new business models that allow profit and principles to coexist, remedy, mechanisms of corporate accountability, implications on various business functions, responsible business practices (finance, accounting and reporting, communication to investors and consumers, human resource management, etc).
5. BHR in different industries	Fashion sector, extractive sector, sports sector, agricultural sector, financial sector, gambling sector, tourism sector.

After grouping the topics into five themes, as previously shown, an analysis was carried out to see which themes were included in each of the analysed course syllabi. Figure 4 shows the frequency of the appearance of each theme in the set of course syllabi, allowing us to identify the most recurring themes.

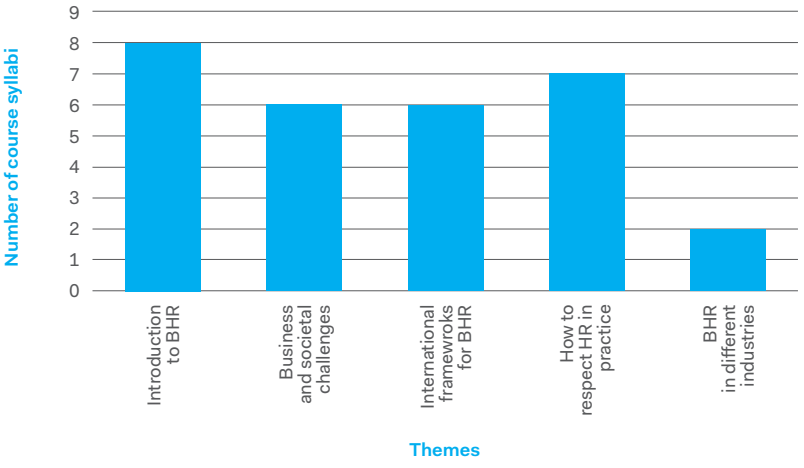

Figure 4 - Distribution of themes across course syllabi

What stands out in Figure 4 is that the first theme, an introduction to BHR, is referred to in all course syllabi. From the analysis of the course syllabi, one can see that themes 2, 3, and 4 are referred to in six out of eight course syllabi. This does not mean each of these themes is not covered in the remaining two courses. However, it is reiterated that all course syllabi might not contain in detail what is done in practice and this analysis relies solely on their text. Only in two courses did the course syllabi specifically mention the study of different industries and their BHR challenges. As the fifth theme is the most specific one, it is not surprising that it is the least mentioned.

To complement this analysis, the word cloud below was created by using the software *Tagcrowd*. A word cloud was considered an appropriate form of representation because it allows one to

easily detect the most frequent terms in a written text, in this case, the description of course content in the set of analysed course syllabi.[124]

Figure 5 - Word cloud: most frequently used terms in course content descriptions

In this word cloud, it is possible to observe that, predictably, the words that appear the most in the analysed course syllabi are 'business', 'human' and 'rights', which simultaneously identify the two main entities whose interconnection is studied in the course and forms the name of the discipline. The terms 'challenges', 'corporate', 'CSR', 'global', 'international', 'respect', 'responsible', 'role', 'societal', 'stakeholder', 'strategies' and 'sustainability' are also identified as of great relevance. They refer to ideas such as the role business plays in society, the responsibility to respect human rights, human rights challenges connected to business operations across global supply chains, the link between sustainability and human rights, and the distinction between CSR and BHR. The least frequently used words, such as 'UNGPs', 'value', 'legal', 'decision', 'expectations', 'future' or 'change', may suggest the need of higher emphasis in these topics in the course content.

To conclude this chapter, we will now provide a systematic answer to the first research question, relative to the current practice concerning BHR education in undergraduate business programmes. Reiterating that the sample of seven undergraduate business programmes is exemplificative rather than exhaustive, the main findings of this chapter are the following: (i) BHR edu-

[124] Concetta DePaolo and Kelly Wilkinson, 'Get Your Head into the Clouds: Using Word Clouds for Analysing Qualitative Assessment Data' (2014) 58(3) TechTrends 38 <https://doi.org/10.1007/s11528-014-0750-9> accessed 14 July 2023.

cation most frequently takes place in specialised BHR courses or modules, rather than being incorporated across the undergraduate business curriculum; (ii) BHR modules are usually included in disciplines such as Business Ethics, Business and Society, and CSR; (iii) BHR stand-alone courses might have a significantly greater number of teaching hours than BHR modules inserted in other courses; (iv) core courses with a high number of teaching hours can and should adopt a BHR lens throughout; (v) BHR education predominantly takes place in elective courses; (vi) most of the learning outcomes described in the course syllabi of BHR courses or modules or of courses which adopt a BHR lens throughout are classified under HOTS and, within HOTS, under 'creating', which implies a sophisticated type of learning; (vii) the most frequent assessment activities are also of HOTS order; (viii) the learning outcomes and assessment activities as described in the course syllabi are well aligned and focus on the development of students' critical thinking skills; (viii) there is a balanced combination of student-centred, teacher-centred and teacher-student interactive teaching methods and (ix) most courses cover at least three of four themes related to the concept of BHR, the connection between business and societal challenges, international frameworks for BHR, and strategies and tools that can be used to operationalise the responsibility to respect human rights. Although limited by the sample size, these conclusions allow us to characterise the current practice of BHR education in undergraduate business programmes, which will, when possible, be contrasted with the views of BHR experts and ours on what the ideal practice would be.

3. The advancement of Business and Human Rights education in business schools at the undergraduate level

As previously mentioned in subchapter 1.3, undergraduate BHR education in business schools has the potential of having an even bigger impact than at the graduate level by providing students with a human rights and environmental lens from the start of their business programmes, which can potentially impact the way they frame what they learn in other courses. Having this potential in mind, it is relevant to assess how undergraduate BHR education in business schools can be improved based on the examples analysed in the previous chapter. This chapter consists of a thematic analysis of expert interviews on how business schools can best prepare future business leaders to effectively manage complex human rights challenges, starting at the undergraduate level. The different ideas are organised, in essence, in the same categories that were used in chapter two, in order to facilitate comparisons by the reader between the current practice and what we have identified as the ideal practice.

We will start by analysing if BHR education should be embedded across the curriculum or if the stand-alone BHR course or module approach is preferred. Focusing on BHR courses, we will firstly discuss the benefits and disadvantages of opting for compulsory or elective courses. Secondly, we will analyse the learning outcomes, teaching methods and course content referred to in the interviews, in order to present a synthesis of the most frequently mentioned ideas. Lastly, we will reflect on some challenges that professors trying to advance the BHR education agenda in business schools face and recommendations to overcome them shared by the interviewees. It is worth clarifying that this chapter does not seek to be exhaustive in the options it presents nor to provide a one-fits-all answer. Optimal options are dependent on the school, university, and professor seeking to introduce BHR education in-

to the curriculum. Instead, this chapter presents some thoughts and examples that could inspire the advancement of BHR education in business schools at the undergraduate level.

3.1 Incorporation of Business and Human Rights education across the curriculum

Based on the analysis conducted in the previous chapter regarding the current practice of undergraduate BHR education in business schools, we concluded that the general tendency is for it to take place in specialised BHR-related courses or modules. However, as previously mentioned, the primary goal of BHR education is to provide students with a human rights lens through which to look at all business functions and operations, so that hopefully they will become responsible managers. It is questionable if a systemic way of thinking can be created through exposing students to one isolated BHR course. As such, one should start by reflecting on whether effective BHR education is achieved through the establishment of specialised BHR courses or modules or embedding BHR education consistently across the curriculum.

Before proceeding to said reflection, it is worth highlighting that a curriculum is designed based on a selection of the knowledge that the curriculum designers consider the most relevant for students to acquire, which refers not only to the incorporation of a specific theme in the curriculum, but also to the emphasis that each theme is given.[125] Having this in consideration, most interviewees said the best approach would be combining both a stand-alone course or module with BHR education being embedded across the business curriculum. Treating BHR in an isolated manner, in a single stand-alone BHR course or module, would make it be perceived like any other discipline, whereas, in fact, it is a foundation transversal to everything else.[126] As such, integrating BHR transversally across disciplines would be ideal in order

[125] Tomaz Tadeu da Silva, *Documentos de identidade: uma introdução às teorias do currículo* (Autêntica 1999).

[126] Interview with Judith Schrempf-Stirling, Associate Professor, School of Economics and Management, University of Geneva (online, 17 April 2023).

for students 'to construct a broader view and understanding that human rights belong or mean something in the different business functions'.[127]

However, to manage to convince all professors who are teaching core courses at undergraduate level to integrate sustainability and human rights into their classes presents some challenges. While some professors who teach core courses might be able to bring a different angle to their teaching because they have a sustainability or CSR background, most will not, and some might not even be receptive to reflect on how human rights and sustainability are relevant to their discipline. 'Professors teach what they know most and many finance professors, accounting professors, marketing professors or even law professors do not know very much about BHR or sustainability.'[128] As such, they do not feel comfortable or confident teaching something new for them, particularly if they are senior experienced professors.[129] In that regard, there is also the risk that, when sprinkled into other classes and taught by non-specialist professors, BHR may not be instructed in a way that confronts students with some of the harsh realities of the world, lapsing more into a CSR-focused type of teaching or focusing on the benefits of being sustainable for the bottom line instead.[130] Therefore, it is arguable that the incorporation of BHR education across the curriculum would only be beneficial if taught from a critical perspective and by a professor with a minimum degree of specialisation, even when BHR is not the core topic of the class. Nevertheless, we consider it would be important to rethink every core course and reflect where BHR could be realistically integrated, for instance, through case studies, discussions or guest lectures related to responsible business, in order for students to develop a human rights lens through which to look at every aspect of business functions and operations. For instance, BHR case studies are a simple way of sparking discussions on the connection between BHR and the discipline the specific course focuses on. Even though this exercise might not be easy, 'universities need to

[127] Interview with anonymised interviewee (11 May 2023).
[128] Interview with Bjorn Fasterling, Professor, EDHEC Business School (online, 14 April 2023).
[129] Interview with Terry Nelidov, Managing Director, Erb Institute, University of Michigan (online, 1 June 2023).
[130] Interview with Rachel Chambers, Assistant Professor, School of Business, University of Connecticut (online, 6 June 2023).

make an effort to somehow incorporate BHR where possible'.[131] There are certain courses where it is relatively easy to infuse human rights issues, such as Supply Chain Management, considering most human rights violations happen in the midst of supply chains, beyond the level of first tier suppliers. Business Strategy, Corporate Governance, Human Resources, CSR and Business Ethics are other examples of courses in which it is pretty straightforward to see the connection between the respective discipline and human rights. Other core courses such as Finances might be perceived as a little bit more resistant, even though it is still possible to approach topics like impact investment and responsible finance.[132] The same applies to Accounting, where social and environmental criteria can be incorporated into mainstream management accounting and students can question the utility of performance measurement or the role of accounting in exercising control, which is also relevant for BHR.[133] To carry out this type of assessment, a multidisciplinary educational committee could be established to work out an approach to a coordinated and cohesive incorporation of BHR thematics into the curriculum.[134]

If BHR was fully integrated into every aspect of company operations, there would be no need for a dedicated human rights department. Similarly, 'one could aspirationally say that the long-term goal of BHR education is to eliminate the need for BHR education',[135] since all disciplines would be taught from a BHR perspective. However, even if other courses adopt a BHR lens throughout, most interviewees have mentioned that a BHR stand-alone course or module would still be valuable, mainly because it would give students the opportunity to dig significantly deeper on BHR topics with a professor who is specialised on the topic. As to teach one BHR course or module only one specialised professor is needed, the stand-alone course or module approach ends up being more easily implemented. However, we reiterate that the ideal option would be for this stand-alone course or module to be

131 Interview with Elizabeth Umlas, Lecturer, Interdisciplinary Institute of Ethics and Human Rights, Université de Fribourg (online, 18 May 2023).
132 Interview with Ali Awni, Professor of Practice, School of Business of the American University of Cairo (online, 12 April 2023).
133 Interview with John Ferguson, Professor, School of Management, University of St Andrews (online, 24 April 2023).
134 Interview with Elizabeth Umlas (n 131).
135 Interview with Anthony Ewing, Lecturer, Law School, Columbia University (online, 1 June 2023).

combined with a curricular emphasis on BHR education, which guaranteed BHR was adequately present across courses, evidencing its relevance and implications for different fields and job functions within companies and giving students a point of reflection to query every aspect of business operations through a human rights lens, rather than being offered as an isolated subject.

3.2 Compulsory introduction to Business and Human Rights

Based on the analysis conducted in the previous chapter regarding the current practice of undergraduate BHR education in business schools, we concluded there is a huge prominence of elective courses, regardless of them being stand-alone courses or courses that incorporate BHR modules or adopt a BHR lens throughout. However, most interviewees expressed that, ideally, an undergraduate BHR course or module should be compulsory. Students should be exposed to BHR as a core requirement of their business curriculum, due to the subject not having less importance than the core courses and the urgent need to guarantee all future business leaders have acquired a set of tools that allows them to adequately manage BHR challenges in practice.[136] Additionally, it would be a strong symbolic measure because if a BHR course is consistently marked as compulsory, the institution sends a clear message to prospective students and businesses that BHR topics are part of the students' integral training and that the university considers human rights a core of doing business.[137] On the contrary, when a BHR course is marked as elective, the university shows students it considers human rights 'a nice to have and not something that the students absolutely need to know about'.[138]

On another note, if BHR courses are optional, most likely a small group of students, 'who are self-selecting and who were already interested or who might come to university with some susceptibility to being interested in human rights' will take these courses and other closely related courses and develop a mindset of appreciation for human rights, but there will be no progress re-

[136] Interview with Anthony Ewing (n 135).
[137] Interview with Elizabeth Umlas (n 131).
[138] Interview with Florian Wettstein, Director, Institute for Business Ethics, University of St Gallen (online, 28 April 2023).

garding introducing BHR to the vast majority of students.[139] Another argument in favour of course compulsoriness is that when a course is optional, students might have other considerations in mind when deciding to enrol, which 'may not always be to get the best education but, for example, to achieve the best grades with the least effort',[140] and it is a shame to think that for such short sighted thoughts, students could be prevented from having BHR education.

However, it is worth noting there may also be downsides to making courses compulsory 'as students then approach the issue of knowledge as a "have to do" rather than a "nice to do"',[141] while in elective courses students tend to enrol because they are motivated to learn about the topic. When a course is compulsory, there are always students enrolled that are not interested in the subject or even who try to undermine and sabotage the course, which might make it difficult to teach it even to those who like it.[142] There is also the concern that the difficulty of the subject does not allow to shape the students' view if they did not make the autonomous choice to learn about BHR.[143]

Another challenge that was mentioned by several interviewees is undergraduate programmes being usually short, which makes their curricula very congested and turns the question of having a compulsory BHR course into internal struggles between BHR professors and faculty members who teach core courses or even different disciplines 'within a more kind of enlightened management studies area' such as CSR or Business Ethics and that consider their perspective to be the most relevant to be taught to everyone.[144] Due to these struggles, some interviewees expressed the opinion that it does not seem feasible to integrate a compulsory BHR stand-alone course at the undergraduate level – 'perhaps an elective for students heading towards a sustainability specialisation later on in their master's'[145] – but BHR thematics should indeed be integrated into other courses.

---

139 Interview with Elizabeth Umlas (n 131).
140 Interview with Leonard Feld, Postdoctoral Student, Centre for Law, Sustainability & Justice, University of Southern Denmark (Seville, Spain, 13 April 2023).
141 Interview with Karin Buhmann, Professor, Copenhagen Business School (online, 7 June 2023).
142 Interview with Florian Wettstein (n 138).
143 Interview with anonymised interviewee (n 127).
144 Interview with Florian Wettstein (n 138).
145 Interview with Bjorn Fasterling (n 128).

As such, the common denominator between the opinions of the interviewees is that there should be, at minimum, some type of compulsory introduction to human rights and the environment for all undergraduate business students as part of their degree, distributed across the curriculum or through a series of lectures, a stand-alone BHR course or a specialised module within another course – which should not be a legal course due to the risk of BHR being perceived by students as a purely legal and compliance issue, but a Supply Chain Management, CSR, Business Ethics or a broader sustainability course – in order 'to build fundamental awareness and knowledge and spur student interest for masters' courses on BHR',[146] since 'it is a real opportunity missed if students do not gain this knowledge while they are studying'.[147] On top of the basic compulsory introduction, additional elective specialised courses could be offered to the students who are particularly interested in the topic and attendance could be strongly encouraged. It is worth noting that 'business students are very much scared they will not get high paying jobs or they cannot get a job quickly after graduating', so if they do not have a compulsory introduction early on that helps them understand that sustainability 'is not just about the environment, but also about the social impact of the company' and the added value of learning about BHR for their professional careers, they will not opt to take electives on BHR or demand learning about sustainable business practices from a human rights perspective across courses.[148]

Despite the downsides of making a BHR course compulsory rather than elective, we consider that the guarantee that all undergraduate business students in each school receive BHR education outweighs the internal struggles in which professors might have to engage in. Nonetheless, the most important thing is that the approach taken increases the number of students exposed to BHR. If having a compulsory course or module is not possible, it is always preferable that there are more elective courses providing students with access to BHR education. However, to ensure that all undergraduate business students are sensitised to consider human rights impacts when making business decisions, an ideal

[146] Interview with Karin Buhmann (n 141).
[147] Interview with Rachel Chambers (n 130).
[148] Interview with anonymised interviewee (n 127).

approach would be to introduce either a compulsory BHR standalone course or to integrate one or several BHR modules within compulsory courses.

3.3 Primary learning outcomes for a Business and Human Rights course or module

While recognising no BHR course syllabus is universally suitable due to several factors such as contextual specificities and the diverse academic backgrounds of students, certain learning outcomes for an undergraduate BHR course or module were consistently highlighted within the set of conducted interviews. Those primary learning outcomes are here shortlisted.

A first learning outcome would be to create an understanding of what human rights are, how business activities can have an impact on human rights, either positively or negatively, and what questions human rights pose for companies.

A second learning outcome would be to raise students' awareness that human rights and, more broadly, sustainability issues are relevant for companies and should translate into practical and operational concerns to protect rights holders and the environment, comply with existing standards, and avoid reputational risks, which ultimately hurt the businesses' bottom line. Ideally, students should become comfortable with transferring their knowledge on the relevance of BHR for their work as managers to others.[149]

A third learning outcome would be for students to develop a broader perspective of the role of business in society and a framework for doing business that goes beyond the classic shareholder primacy mindset, by looking at long-term scenarios and the repercussions of each decision for all relevant stakeholders. This outcome would be achieved if, by the end of the course, students naturally had thoughts such as 'what would this decision mean to an indigenous person living next to this mine' instead of solely thinking 'how is this going to affect our company in terms of risk and loss of income' when faced with a fictitious business decision.[150] For this, it would be important that students apprehend-

[149] Interview with Florian Wettstein (n 138).
[150] Interview with Elizabeth Umlas (n 131).

ed the mutual influence between business operations and the context where the business is operating, which is characterised by particular social and environmental challenges.[151]

A fourth learning outcome would be for students to gain an understanding of international frameworks such as the UNGPs and the OECD Guidelines and the corporate responsibility to protect human rights that stems from them. Even though there are critiques to be done to the UNGPs, they followed 'an approach that companies can work with'[152] and it is crucial that students understand how companies have applied or are applying the UNGPs and what changes are being carried out in their strategies, operations and supply chains to manage human rights risks effectively.

A fifth learning outcome would be for students to acquire the necessary terminology to be able to conceptualise and address human rights challenges in the course of their practical work, as well as to get familiarised with the tools that companies have to identify and manage human rights impacts – some of them mainstream management tools that can be reinterpreted in a way that is more respectful of rights holders and the environment, namely, human rights policies, human rights and environmental due diligence and impact assessments, stakeholder engagement, risk and impact measuring and reporting, and grievance mechanisms. The course should also help students develop the ability of anticipating if certain factors will become of relevance from a human rights perspective and if any measure is necessary to address them.

After having an introduction to BHR, students should be able to look at an example of a case that relates to BHR thematics and think practically about what they would do in that situation, by (i) identifying if there are any human rights risks or value creation opportunities in the company's global supply chain; (ii) identifying the key stakeholders; (iii) evaluating the human rights risks and the best way to address them in collaboration with different stakeholders and (iv) critically coming up with solutions and concrete actions that companies could take and that adequately respect human rights.

One of the recommendations that came out of the 'Best Practice for Human Rights Education in Universities in the Western Balkans' report produced in the context of the EU co-funded pro-

[151] Interview with anonymised interviewee (n 127).
[152] Interview with Florian Wettstein (n 138).

ject 'Higher Education Action for Rights Teaching' (HEART) in relation to the skills that should be acquired by students in human rights courses was that these courses should stimulate critical thinking and other transferable skills, rather than skills that are particularly useful for a specific career.[153] All of the abovementioned learning outcomes would contribute to the broader learning outcome of enabling students to critically analyse business operations from a human rights perspective, and develop autonomy in navigating the human rights discourse and addressing human rights issues in the future, therefore being aligned with this recommendation.

3.4 Use of case studies and other engaging teaching methods

In general, any strategy that engages students may be seen as a productive teaching strategy. With younger students, as is the case of undergraduate students, it is easier to capture their attention if a wide range of teaching methods other than the classic lectures and classroom discussions, which are important for transmitting theoretical knowledge, are used. Establishing a clear connection between what is being discussed in the classroom and what is happening in the real world is key, so that students do not feel like they are in an isolated classroom bubble and can really grasp the relevance and applicability of the subject.[154]

A strategy that can get students engaged is to use case studies based on companies and industries they are familiar with, particularly those that produce products they use.[155] For instance, a case study about TikTok or Nike might be more easily grasped by today's undergraduate students than a case study on a company that students have not heard of before. Business students seem to respond well to examples and case studies, which are useful to illustrate more abstract concepts such as human rights due diligence in practice and make it easier for them to understand the practical relevance of BHR topics. Almost all interviewees referred the use

[153] Human Rights Heart, 'Best Practice Guide for Human Rights Education in Universities in the Western Balkans' (Human Rights Heart 2013) <www.roehampton.ac.uk/globalassets/documents/research-centres/crucible/crucible-best-practice.pdf> accessed 14 July 2023.

[154] Interview with Judith Schrempf-Stirling (n 126).

[155] Interview with Elizabeth Umlas (n 131).

of case studies as a core teaching method in which students are put 'in the shoes of business managers on the ground and have to make decisions about how to address a real-world issue'.[156] Case studies can help students understand how business issues can be framed as human rights issues, for instance, how negotiating with the local community to get access to land for an extractive project can be reframed as respecting the rights of indigenous peoples.[157]

Nonetheless, case studies should serve not only to draw out lessons for the future, but also to be an entry point for conceptual reflections and it is important to 'not just stick at the surface with a practical case discussion which does not produce any kind of deeper conceptual takeaways'.[158] In this regard, students can be asked to prepare beforehand as a way of stimulating a more in-depth discussion. In business schools there is commonly the expectation of 'going to cases and examples right from the get-go'[159] and the belief that 'what is not immediately practically applicable is not relevant knowledge', which might be problematic because university education is not just about providing students with instruments and tools, but also stimulating deeper reflection about the world.[160] Undergraduate students, in particular, 'are very keen on learning things they see are not completely removed from what is happening in reality' and rapidly associate conceptual or philosophical thinking as something that is not relevant.[161] As this is the tendency, conceptual takeaways can be presented 'with an air of practical applicability', for instance, by connecting them to a case 'even at a very superficial level' or 'having a few pictures of companies on the slides and just highlighting what they could mean potentially for a company in practice'.[162] That way, students feel that what they are learning is very practical, even though that might not be the case. Graduate students are more demanding, probably due to their work experiences and familiarity with the way companies work, and more sophisticated techniques need to be used in this regard.[163]

156 Interview with Anthony Ewing (n 135).
157 ibid.
158 Interview with Florian Wettstein (n 138).
159 Interview with Rachel Chambers (n 130).
160 Interview with Florian Wettstein (n 138).
161 ibid.
162 ibid.
163 ibid.

When analysing a case study, students may be asked to identify which human rights are being affected, who is responsible for their protection, what are the human rights risks and opportunities for the company, and what can the company do to address them. If the company's approach is known, students can also analyse its implications for the various stakeholders, as well as compare it with the approach of companies that were successful in dealing with the same challenges in the past. Most case studies mentioned by the interviewees are real relatively recent cases, to show students BHR issues 'can surface in very known cases that you can read about in newspapers'.[164] Some examples were the Rana Plaza factory collapse, the Nevsun case in Eritrea, the Lafarge case in Syria, the TOTAL case in Uganda and the Vinci case in Qatar. Even though they are very complex cases, it is possible to reduce their complexity for undergraduate students and 'pack them into a short case with clear learning objectives that can be done in three hours'.[165] One way of doing this is focusing more on the strategic and operational aspects, as well as human rights and environmental due diligence, rather than on legal ones.

Project-based learning more generally seems to be appreciated by students. Some examples of exercises mentioned by the interviewees were the analysis of human rights statements included in company financial reports, a qualitative research study involving interviews with a company on their responsible practices and the analysis of a company's modern slavery statement according to the criteria designed by the non-governmental organisation (NGO) Wikirates in order to determine if the statement contained all the necessary information to fulfil its goals. An embodied type of learning through simulations and role-playing exercises, where students are asked to be advisors of a company or have specific roles within a company (eg Chief Executive Officer, Chief Financial Officer, etc) also seems to be an effective approach for teaching BHR. Examples of this were a group work in which students are given fictionalised cases of oftentimes real human rights dilemmas a company has to deal with for them to role-play or the simulation of the implementation of a human rights due diligence process.

[164] Interview with Bjorn Fasterling (n 128).
[165] ibid.

Another popular device that illustrates the practical relevance of studying BHR is to bring in practitioners from companies, governments, intergovernmental organisations or NGOs to guest lecture sharing real-world experiences from the ground. These are great opportunities for students, who can ask questions on how what they learn is done in practice and end up noticing how the practical experiences shared by the guest lecturer connect with the conceptual points covered in class, which is helpful to make them understand why conceptual discussions are important.[166] The presentation of research projects where the professor was directly involved is also a way to engage students more, since some personal storytelling can be made.[167]

When it comes to the readings assigned to students, journal articles should be as up to date as possible and attached to the ongoing academic conversation. However, it is a good practice to provide undergraduate students with different types of resources with various lengths, and not only journal articles, which might be a bit challenging for them.[168] Other resources that might be recommended are NGO reports, UN documents, newspaper articles, testimonies from groups affected by corporate activities, film documentaries or multimedia, which seems to be effective in capturing the attention of generations versed in media.[169] The awareness test[170] is an example of a video that can be shown to students for them to quickly understand that 'it is easy to miss something you are not looking for'[171] and that human rights is an issue to which they must be very attentive when doing business, because it can easily go under notice.[172] Additionally, it was explicitly mentioned by some interviewees that consulting the resources of the Business and Human Rights Resource Centre should be encouraged for students to be up to date on developments on the BHR field and explore what comes up when they search for companies of

166 Interview with Florian Wettstein (n 138).

167 Interview with Lara Bianchi, Assistant Professor, Business School, Nottingham University (online, 3 May 2023).

168 ibid.

169 Interview with Elizabeth Umlas (n 131).

170 In the awareness test, the viewer is asked to see a video and count the passes of one of two teams playing basketball. Meanwhile, a man in a bear costume does the moonwalk through the court. Usually people only notice it when they are watching the video for the second time and are no longer counting the passes.

171 Sentence commonly added at the end of videos of the awareness test, such as the following one: TFL Virar - Awareness Test (Moonwalking Bear)' (Glassworks, 23 July 2010) <https://www.youtube.com/watch?v=xNSgmm9FX2s> accessed 14 July 2023.

172 Interview with Judith Schrempf-Stirling (n 126).

their choice, even if they did not previously associate those companies with human rights violations. Contemporary news articles may be brought to class to spark discussions, especially if a big event or a BHR polemic happens during the period in which the course is being taught.

Furthermore, communication-focused exercises are recommended since public speaking and persuasion skills are critical for business. One example could be the presentation of an assigned reading or the resolution of a case study and the dynamisation of a debate on the topic, which stimulates students to actively listen to their colleagues' opinions and think critically to reach their own conclusions.

3.5 Important content to be covered in a Business and Human Rights course or module

When trying to define core content to be covered in a BHR course or module for undergraduate students, interviewees commonly referred to the need to explain what human rights are and why they are important. A good way for business students, who have little or no legal background, to grasp the concept of human rights, is by using a case study leading to a discussion on how the issues inherent to it are connected to individual human rights. Another approach is to use the UDHR or another international instrument such as the International Covenant on Civil and Political Rights[173] or the International Covenant on Economic, Social and Cultural Rights[174] as a starting point and to discuss which of the rights outlined in that instrument can be affected by business operations. Even though labour rights will most likely be mentioned first, eventually it will become evident to students that potentially all human rights might be impacted.[175] A third option would be to provide students with a basic definition of several human rights taken from the UDHR and be asked to come up with one example in which a company perpetrates a right and one in which a com-

[173] International Covenant on Civil and Political Rights (adopted 16 December 1966, entered into force 23 March 1976) 999 UNTS 171 <https://www.ohchr.org/sites/default/files/ccpr.pdf> accessed 14 July 2023.

[174] International Covenant on Economic, Social and Cultural Rights (adopted 16 December 1966, entered into force 3 January 1976) 993 UNTS 3 <https://www.ohchr.org/sites/default/files/cescr.pdf> accessed 14 July 2023.

[175] Interview with Elizabeth Umlas (n 131).

pany facilitates the enjoyment of that right. Afterwards, specific categories of rights could be explored. It is particularly relevant to highlight that human rights are not 'all about legal officers or tribunals or something that happens in China, but does not happen in the UK'[176] or that not only they relate to torture or slavery, but also to day-to-day things such as having a minimum wage and not being discriminated against.[177] One of the recommendations that came out of the 'Best Practice for Human Rights Education in Universities in the Western Balkans' report was for professors to aim to expose students to multiple definitions and interpretations of human rights, not restricting themselves to their legal definitions, and to acknowledge there is a debate towards which various disciplines contribute to, which is broader than the one possible to cover in the course.[178]

The UNGPs were most commonly referred to as the starting point for BHR courses in business schools, since 'they have been designed against the backdrop of existing management processes such as risk management'.[179] During an interview conducted on 14 April 2023, Professor Bjorn Fasterling has singled out that the easiest way of starting to teach human rights to business students is to introduce the concept of human rights and environmental due diligence, 'from a purely practical, pragmatic, operational perspective' and to explain human rights along the way, for instance, by framing problems identified by the students as human rights issues and speaking about the content of human rights when discussing human rights risks. Providing an overview of the three pillars of the UNGPs and the differentiated responsibilities of states and companies is essential.[180]

Afterwards, one might mention key developments that followed the UNGPs, such as the emerging MHREDD laws at the domestic level and implications for businesses operating in and from those countries, since students will need to know how to navigate the legal landscape and understand and anticipate legal obligations.[181] Some basic knowledge of general principles of international human rights law, such as the main treaties and covenants

176 Interview with Lara Bianchi (n 167).
177 Interview with anonymised interviewee (n 127).
178 Human Rights Heart (n 153).
179 Interview with Bjorn Fasterling (n 128).
180 Interview with John Ferguson (n 133).
181 Interview with Claire Bright, Director, NOVA Centre on Business, Human Rights and the Environment (online, 13 April 2023).

or the difference between a declaration and a convention or between voluntary mechanisms and legally binding ones might also be useful,[182] but the nuances of international law are not for a BHR course lectured to undergraduate business students.[183] For business students, it is important not to focus too much on the legal aspects of BHR, but rather on the managerial and human aspects, especially for undergraduates.[184]

Students must learn what companies are expected to do in line with the UNGPs, such as having a human rights policy commitment and a code of conduct for suppliers, putting human rights and environmental due diligence processes in place, engaging in stakeholder consultations, reporting, *inter alia*. It is crucial that students are taught that human rights and environmental due diligence requires a shift of perspective from looking at the material risks for the company to looking at the risks for rights holders. As such, there is some danger attached to using existing risk management systems and merely 'plugging in the human rights piece', rather than having a freestanding human rights and environmental due diligence process, which has proved to led companies to perform better.[185] However, before discussing the human rights responsibilities of corporations it is important that students have already reflected on what is a corporation and learned about corporate governance structures.[186]

In terms of human rights issues, it is difficult to say which ones to prioritise because they are all potentially relevant and it might be dangerous to focus on one specific human rights issue in abstract since 'what might be more relevant for a sector or company might not be for another one'.[187] As such, in line with the UNGPs, it should be made clear to students the importance of assessing salient risks, which vary depending on the companies and sectors, and prioritising based on the scale, scope and severity of the risk. Given time constraints, it will never be possible to speak in detail about all human rights issues, so the point would be to show 'there is a whole array of human rights and, in particular, internationally recognised human rights that can be affected and

[182] Interview with Elizabeth Umlas (n 131).
[183] Interview with Rachel Chambers (n 130).
[184] Interview with Berit Knaak, Senior Research Associate, Geneva Center for Business and Human Rights, University of Geneva (online, 24 April 2023).
[185] Interview with Florian Wettstein (n 138).
[186] Interview with John Ferguson (n 133)..
[187] Interview with Claire Bright (n 181).

are indeed affected in practice by corporate practices and operations'.[188] Some case studies should be presented to illustrate the full spectrum of human rights and transmit the idea that, in each sector, there is a range of human rights issues that can be created or exacerbated by businesses and that businesses must be context sensitive when defining their strategies. To demonstrate the diversity of human rights issues that might be connected to corporate activity, professors can showcase very different examples, for instance:

> a classic supply chain issue such as child labour, a human rights challenge related to the tech industry, and an example of how business operations are linked to greenhouse emissions and climate change, directly or indirectly, and how this also affects human rights, to show that sustainability is a vague but all-encompassing concept.[189]

It is also relevant to show students that human rights abuses often take place within global supply chains, so it is crucial to establish links between the focal companies and their supply chain partners. For instance, students should try to look at a product and trace back 'what is included in the creation of a product or service and map potential human rights risks along the value chain', focusing first on the upstream and then on the downstream supply chain,[190] in short, 'what happens to people along the way, at the place where materials are extracted, at the place where they are processed, at the place where they are worked on in factories, and then put into the final part of the supply chain'.[191] When studying corporate responses to BHR issues, it is not only key to discuss cases of human rights abuses but also to focus on solutions and analyse innovative approaches to address human rights risks. Generally, it is hard to single out an individual company as best practice, even though some companies are certainly more advanced than others, so discussing a combination of approaches is what works best.[192]

---

188 Interview with Claire Bright (n 181).
189 Interview with Leonard Feld (n 140).
190 Interview with Berit Knaak (n 184).
191 Interview with Elizabeth Umlas (n 131).
192 Interview with Berit Knaak (n 184).

After a robust foundational introduction, a scheme that 'works quite well for students and also for the lecturer' is to structure the course around specific functions or industries, approaching relevant regulations, the main problems of the industry and some approaches that have been taken to address those problems.[193] For instance, students might be asked to brainstorm on issues characteristic to human resources, finance or any other business function and connect them to articles of the UDHR or one of the two covenants and the corresponding human rights.[194] Additionally, more specific topics can be introduced. Some of the ones that were mentioned by the interviewees were: (i) accountability mechanisms, both judicial or non-judicial, and how and when can civil society organisations and other entities use each of them to hold companies accountable, as well as a reflection on their effectiveness; (ii) DEI in the workplace; (iii) the rights of indigenous people; (iv) social and environmental justice and the connection between human rights, the environment and climate change; (v) a 'just transition' to clean energy; (vi) the role and specific responsibilities of investors and the financial sector; (vii) alternative business models (cooperatives, certified B corporations, employee stock ownership programmes, etc); (viii) internet and social media and their impacts on human rights; (ix) biodiversity; (x) community investment and development; (xi) life below water and the link between the oceans and human rights; (xii) sexual harassment at the workplace; (xiii) social auditing and assurance; (xiv) artificial intelligence and human rights and (xv) contemporary aspects of implementing the UNGPs, such as the UN treaty process. The course content should be adjusted to what would be more interesting for the specific group of students, or what they are most likely to be in contact with.[195] It can also be adapted if a big event for the BHR movement happens during the time the course is being taught, as would be the case of the war between Russia and Ukraine, the 2022 FIFA World Cup in Qatar or the 10th anniversary of the Rana Plaza factory collapse.[196] From this list of topic candidates, we can highlight as an absolute must the cli-

193 Interview with Berit Knaak (n 184).
194 Interview with anonymised interviewee (n 127).
195 Interview with Elizabeth Umlas (n 131).
196 Interview with Lara Bianchi (n 167).

mate crisis and how it connects to human rights and business operations, given the urgency of having more people engaged in addressing it.

Localising BHR matters might make courses more relevant to students, for instance, by giving emphasis to locally prominent issues and cases, getting familiar with the domestic and regional law frameworks besides the international legal standards, studying the National Action Plan on Business and Human Rights and inviting local business representatives to guest lecture.[197] However, no interviewee mentioned focusing particularly on the local context in their classes.

Before moving on to the next subchapter, it is relevant to question whether the terminology used should derive from universal standards. In business schools, human rights issues are often not named as such. Even though there must be a bit of flexibility from professors to adapt their discourse to the audience, it seems logical to be outspoken and use the terminology that was adopted in the UNGPs, considering this document is the foundational text and authoritative standard of the field. The benefit of using human rights terminology is that human rights are enshrined in treaties that are signed by the vast majority of states, which guarantees a different normativity and also 'a different urgency to do something'.[198] Human rights end up being a 'more legitimate lens or set of standards that a manager can draw on in order to change business practices or culture'[199] and, even though they can be covered by other terms, such as sustainability or corporate responsibility, there is a risk their significance will be watered down if so.[200] Furthermore, human rights standards provide 'tangible criteria that companies can apply in their policies and interactions with suppliers', for instance, criteria to distinguish legal work done by children and prohibited forms of child labour.[201] Another important consequence of referring to human rights standards is to challenge the perception that human rights fall exclusively within the realm of political science and interna-

197 Anthony Ewing, 'Promoting Business and Human Rights Education: Lessons from Colombia, Ukraine and Pakistan' (2021) 6(3) Business and Human Rights Journal 607 <https://doi.org/10.1017/bhj.2021.40> accessed 14 July 2023.
198 Interview with Florian Wettstein (n 138).
199 Interview with anonymised interviewee (n 127).
200 Interview with Berit Knaak (n 184).
201 Interview with Leonard Feld (n 140).

tional law and that are solely the concern of states.[202] As such, the terminology stemming from international human rights treaties and soft law instruments such as the UNGPs should be preferred.

3.6 Challenges to the advancement of Business and Human Rights education and recommendations on how to overcome them

In this final section, we will discuss some of the challenges preventing BHR education from advancing further. Even though challenges are, of course, contextual, the ones referred to in this section seemed somehow familiar to all interviewees.

Firstly, the multidisciplinarity of the subject may be making it difficult for traditional academic curricula to accommodate it, since many academic institutions and their incentive structures are organised around traditional disciplines. Faculty members seeking tenure 'must publish the right articles in the right academic journals', which are usually the most influential or the highest ranked in ten-year review journals. [203] Even though the Cambridge Business and Human Rights Journal has been created, and other influential journals have started to publish research on BHR topics, these incentive structures might dissuade those who want to do research and teach in a more recent and multidisciplinary field such as BHR.[204] In many geographies where local rights holders are negatively impacted by corporate practices, institutions tend to have very traditional academic environments and it can be particularly difficult for young scholars to propose a BHR course that does not fit within the existing curriculum.[205]

Furthermore, in undergraduate programmes 'there is a very big core of courses that business schools consider that students have to have done, which leaves very little space for other things'.[206] A possible solution would be for business schools to be less rigid in the definition of that core for students to be able to put together their own study programme and take a variety of courses according to their interests and career intentions.

---

[202] Interview with Florian Wettstein (n 138).
[203] Interview with Anthony Ewing (n 135).
[204] ibid.
[205] ibid.
[206] Interview with Bjorn Fasterling (n 128).

Logistically, creating new courses is complicated. For instance, when the creation of a new course implies that the proposing professor is taken out of its current teaching, it is necessary to undergo a process to find people to cover the course that the professor is to leave.[207] Additionally, whenever a new course is proposed in a congested syllabus, 'the programme directors have to decide which course leaves, so if a professor wants to convince them to make more room for BHR, for example, they have to also propose what course is not necessary'.[208] As mentioned before, this implies advocacy work and engaging in internal struggles with other faculty members, not just the ones that teach core courses, but also the ones that teach different perspectives on corporate responsibility, to justify your existence and see who deserves funding.[209] Every department advocates for their disciplines and research interests and programme directors 'are under a lot of pressure to include more and more, and there are only so many hours available in the core'.[210]

Creating a BHR course therefore calls for a lot of bureaucracy, requiring strong political will, the appreciation and approval of several bodies within the business school and university, and 'more than one or two people wanting change'.[211] As such, 'very often it implies a long process of creating internal groups and networks, and then lobbying for a long time at the department level, later at the school level, and then at the university level'.[212] For that reason, it is important that a professor who wants to develop a BHR course builds support for its cause by getting both internal and external allies. Reaching out to other faculty members who are somehow likeminded is crucial to create strong bottom-up approaches. Persuading colleagues to support one's stands may not always be easy because human rights still tend to be perceived by people from other business disciplines as a legal subject or a subject extremely connected to CSR. However, establishing collaborations with colleagues from other departments might help steer the conversation among the faculty members of that department, as

[207] Interview with John Ferguson (n 133).
[208] Interview with Bjorn Fasterling (n 128).
[209] Interview with Florian Wettstein (n 138).
[210] Interview with Terry Nelidov (n 129).
[211] Interview with Ali Awni (n 131).
[212] Interview with Florian Wettstein (n 138).

well as organising a masterclass to all faculty members about the relevance of BHR education, which can at least 'conquer' the professors who are more receptive to new ideas.[213]

To reach the end goal of creating a BHR course or embedding BHR education across the curriculum, it will be necessary to show there is traction and more people are getting interested and are collectively engaged in the process of advancing BHR education. Having an impact on research might increase a faculty member's standing and make their demands more powerful in the eyes of some programme directors but, in general, the more people are involved, the more powerful the message gets.[214] This process may take several years, which prevents BHR professors from finding outlets to teach and the content of business programmes to change fast enough to reflect the increasing interest in BHR issues by students and prospective employers. Ultimately, its feasibility and the access to resources will depend on the top-down support at the level of the rectorate, the school's dean and the programme directors being conquered. The generational change, the EDI agenda applied in the management of business schools, and the debate around the decolonisation of the curriculum and including voices from different contexts might help changing the mindset among the senior management of business schools towards the importance of having a different approach to the curriculum that does not focus so much on mainstream profit maximisation theories.[215]

When it comes to designing the syllabus of a new BHR course, 'there are lots of people already going through the same path, so there is no need to reinvent the wheel, just to look at what others have already done and add a contribution on top'.[216] Resorting to networks such as the Global Business and Human Rights Scholars Association, the GBSN for Business and Human Rights Impact, the UN PRME or the Teaching BHR Forum may be useful for professors trying to build new syllabi or make a case before their superiors on the importance of incorporating BHR education into their institution. During an interview conducted on 6 June 2023, Professor Rachel Chambers, Co-Director of the Teaching BHR Forum, stated the forum is a strong academic community

[213] Interview with Judith Schrempf-Stirling (n 126).
[214] Interview with Florian Wettstein (n 138).
[215] Interview with Lara Bianchi (n 167).
[216] Interview with Ali Awni (n 131).

that fosters the exchange of both subject matter knowledge, best practices in teaching and teaching materials. Members of these networks who have succeeded in introducing BHR courses at their respective institutions 'mentor younger scholars who are seeking to teach BHR elsewhere, especially in geographies where it has never been taught before'[217] and joint materials are developed to then be adapted to local contexts. Therefore, it would be useful to search for existing materials and guides developed by these teaching and business schools' networks before trying to trigger processes for the existence of BHR education in a business school. The type of work that was done in this thesis, gathering experiences and systematising how to overcome the challenges faced by professors seeking to advance BHR education in their institutions could be replicated at a larger scale and with access to more data by these entities.

As aforementioned, some factors that can help build a stronger case on the need for BHR education are the demands of accreditation entities and the corporate demand for graduates that know how to navigate BHR landscape. The future pressure of accreditations and rankings will be key to sensitise faculty members. However, accreditations need to become much more demanding in the first place – instead of merely asking for impact in society, they should explicitly mention human rights in their discourse and establish specific thresholds for business schools to fulfil, making it more difficult for their requirements to be open to interpretation and ignored by someone who does not see human rights as a priority in business schools.[218] As such, professors can and should advocate for these entities to put more pressure on business schools. The same applies to prospective employers. The private sector can play a big role in supporting BHR education where they are operating, especially considering they are doing a lot of in-house training on their human rights policies and commitments worldwide. Generally, they are not expert teaching organisations, so supporting university BHR education 'would be an efficient way to help themselves create a pool of future employees who have been exposed to BHR issues', so that they do not have to organise as much internal training.[219] If companies, when hir-

[217] Interview with Anthony Ewing (n 135).
[218] Interview with Lara Bianchi (n 167).
[219] Interview with Anthony Ewing (n 135).

ing from business schools, required entry-level employees to be knowledgeable on BHR, 'that would be a very powerful incentive for universities to (i) start teaching BHR if they do not already and (ii) make BHR a mandatory requirement or a core part of the curriculum'.[220] As such, advocacy work should be carried out for businesses to demand that business schools incorporate human rights into their curricula. Another option would be to incentivise business schools to engage with recruiters and ask them directly what needs do they have and what type of graduates they see themselves hiring in the future – due to the growing societal and regulatory pressure on companies, the odds are that they will mention needing 'more talent in climate change, human rights, community investment and stakeholder engagement'.[221] In that scenario, it would be very difficult for business schools not to listen to the employers' opinions, especially if coming from industries that are particularly important for business graduates, such as consulting, retail brand management, and investment, banking and finance.[222] Even though the UN PRME is not an accreditation and there is a lot of discretion in terms of what business schools should do after being its signatories, the existence of this UN initiative per se can be an argument in advocacy work for responsible management themes such as BHR to be incorporated into the curriculum, since it reiterates the importance of business students to learn how to become responsible managers and shows that more than 600 business schools have, if not implemented, at least recognised that.

To be able to use the increasing student interest in the topic as an argument for including it in the curriculum, the student demand needs to be properly measured. A recommendation coming out of the 'HEART' project was that students should be included as active participants in the decision-making process and should be asked directly their preferences for the curriculum through surveys or focus groups and stimulated to organise in student groups and extracurricular associations that facilitate them expressing their opinions in a bottom-up approach.[223] However, even if it is confirmed there is an increasing student interest in sustainability and human rights, some people may still pose the question

[220] Interview with Anthony Ewing (n 135).
[221] Interview with Terry Nelidov (n 129).
[222] ibid.
[223] Human Rights Heart (n 153).

of 'how to deal with the students that are not excited about it'.[224] Nonetheless, 'students look to professors and universities to prioritise what they believe is important for the future of business and to help them prepare to be successful business leaders'.[225] As such, if professors believe human rights are part of the equation of doing business, they should introduce students to them, under the penalty of 'not really doing their job as management educators'.[226] It would also be of importance to contact alumni and ask for their feedback on 'what was useful in their business school education and what they realised was missing' once they started working.[227] Alumni advisory committees could be a nice mechanism to get their input on a consistent basis. Ideally, the system would be reversed and the rectorate and programme directors would ask professors what would they need to respond to the demands and questions of students and how could the school help them do better, which could happen, for instance, by arranging some training on issues such as climate change, circular economy or human rights.[228]

When advocating for BHR education, the most important thing is to present an array of options of how it could be easily integrated into the curriculum from which the institution to choose from. One option, as previously discussed, would be to introduce BHR sessions transversely across courses. However, many business school professors are not familiar with human rights and it may be difficult to ask them to introduce materials they are not experts in because they might not feel comfortable to change the way they are teaching or even feel offended.[229] Even if they do take the challenge, that can lead to BHR subjects being approached without critically calling out companies and the ongoing human rights violations linked to business operations.[230] As such, if professors do not feel prepared to present BHR topics themselves, they can invite experts to co-teach a course or offer a BHR-themed lecture.[231] Additionally, inviting people from other institutions

[224] Interview with Terry Nelidov (n 129).
[225] ibid.
[226] Interview with Terry Nelidov, Managing Director, Erb Institute, University of Michigan (online, 3 May 2023).
[227] Interview with Terry Nelidov (n 129).
[228] ibid.
[229] Interview with Judith Schrempf-Stirling (n 126).
[230] Interview with Rachel Chambers (n 130).
[231] Interview with Berit Knaak (n 184).

who are experts on the field to come lecture might have a positive effect on bringing a case on the importance of the topic, especially if they mention what is being done related to BHR education in their institution, sparking some competitiveness. However, some successful cases of professors of traditional disciplines who incorporate BHR or responsibility topics in their courses were shared by the interviewees, which shows that it is never possible to know with certainty if other professors are receptive to do this exercise if one does not ask.

To conclude this chapter, we will now provide a systematic answer to research question number two, relative to the ideal implementation of BHR education in undergraduate business programmes. The main findings of this chapter are the following: (i) the consistent incorporation of BHR education across the undergraduate business curriculum is desirable for students to acquire a systemic way of looking at all business functions and operations and their prospective impacts on human rights; (ii) BHR thematics can be realistically integrated in core courses, for instance, through case studies, discussions or guest lectures related to responsible business; (iii) BHR education being embedded across the undergraduate business curriculum does not undermine the need for a BHR course or module taught by a specialist; (iv) BHR education should be introduced either through a standalone compulsory course or, at minimum, a series of lectures or one or several specialised modules within compulsory courses, to ensure all business students have learned how to manage BHR challenges in practice during their studies; (v) there is general consensus regarding the optimal learning outcomes, teaching methods and course content of BHR courses or modules; (vi) BHR education should provide the understanding of how human rights phenomena are connected to business activities, and a framework through which to look at business that considers long-term scenarios and social and environmental repercussions; (vii) BHR should be taught using engaging teaching methods that stimulate critical thinking, and there should be an emphasis on connecting what is being discussed in the classroom with the real world, which can be achieved through cases studies with companies that the students are familiar with, simulations, role-playing exercises, and lectures with practitioners; (viii) emphasis when teaching BHR concepts and definitions should be managerial rather than legal, for students to understand human rights must translate in-

to operational concerns; (ix) the content of BHR courses or modules should be adapted to what the specific group of students is most likely to come in contact with and (x) it is relevant that students learn about the content of the UNGPs and what companies are expected to do in line with them, in particular, having human rights and environmental due diligence in place, as well as the importance of prioritising salient risks, which vary depending on the company and sector, and of being context sensitive when defining business strategies.

However, it is of note that the implementation of BHR education in undergraduate business programmes is being hindered by some challenges, for instance, (i) the tendency of the business curricula to focus on mainstream profit maximisation theories and disregard human rights as a priority; (ii) the incentive structures of many academic institutions being organised around traditional disciplines; (iii) the difficulty faced by professors from other disciplines when integrating BHR thematics into their courses due to their limited background knowledge in sustainability-related matters or, in some cases, a lack of willingness to incorporate such perspectives; (iv) the curricula of undergraduate business programmes being congested, which makes it difficult to introduce new courses without engaging in lengthy struggles between faculty members and (v) the logistics and bureaucracy associated to creating new courses. Introducing a new interdisciplinary course that is not a current priority for business schools requires advocacy efforts supported by both internal and external allies. Professors' networks, the GBSN for BHR and the UN PRME can be useful to facilitate collaboration in addressing these challenges. Some factors that can help build a stronger case for BHR education are the change of discourse from accreditation entities, the corporate demand for graduates that know how to navigate the BHR landscape, the alumni's feedback regarding what was missing on their education, and the student demand to learn about sustainability-related topics. Presenting an array of options of how BHR education could be easily integrated into the curricula from which the institution to choose from is key.

Conclusion

The corporate responsibility to respect human rights was recognised with the unanimous adoption of the UNGPs by the international community, which sparked several developments in the BHR field. However, even though there has been some progress when it comes to corporate accountability, business operations continue to be at the origin of several social and environmental disasters. The motivation behind this research stems from the idea that BHR education in business schools plays a crucial role in strengthening the protection of human rights and the environment by creating the understanding of how business activities are connected with adverse human rights and environmental impacts and equipping students with the knowledge and skills to prevent and address such impacts, therefore empowering future business leaders to fulfil their responsibilities towards society.

Nonetheless, the uptake of BHR teaching in business schools is far from desirable, especially at the undergraduate level. Less than 1% of business schools in the world have BHR education in place, according to data extracted from the database of the Teaching BHR Forum, as of July 2023, which shows that a very big gap exists when it comes to incorporating BHR education into business programmes, hence the title of this research. In this study, we aimed to show why there is an urgent need of incorporating BHR education into the curricula of business programmes, in particular at undergraduate level, as well as to characterise both its current practice, based on a sample of seven undergraduate business programmes, and its ideal practice. Both regarding the current and ideal practice, the subjects we looked into were the incorporation of BHR education across the undergraduate business curricula, the compulsoriness of BHR courses or modules, and the learning outcomes, teaching methods and course content of such

courses or modules. To achieve these objectives, we have conducted a thematic qualitative analysis of data collected through a form sent to professors teaching BHR-related courses in undergraduate business programmes, including course syllabi, as well as an analysis of 15 semi-structured interviews with BHR experts engaged in projects related to BHR education. The analysis of the generated data was complemented by desk-based research.

Comparing the current and ideal practice of BHR education in undergraduate business programmes, the most important findings of this research were that (i) the current tendency is for BHR education to take place in specialised BHR courses or modules, but the ideal would be for it to also be embedded across the curriculum whenever possible rather than being treated as an isolated subject, in order for students to develop a systemic thinking of business practice through a human rights lens; (ii) the current practice is characterised by a huge prominence of elective courses or modules, but the ideal would be, at minimum, for an introduction to human rights to be compulsory for all students as part of their degree and (iii) there is general consensus regarding the optimal learning outcomes, teaching methods and course content of BHR courses or modules, which aligns with the current practice. A multidisciplinary committee could be established to work out an approach to a coordinated and cohesive incorporation of BHR into the curriculum and to rethink every core course and reflect where BHR could be realistically integrated. Nonetheless, the most important thing is that the approach taken increases the number of students exposed to BHR. If having a compulsory course or module is not possible, it is always preferable that there are more elective courses making BHR education available to students.

To ensure curricula transformation, challenges such as human rights not being perceived as a priority by programme directors need to be addressed. There is still much advocacy work to be done to show that human rights should have a place in business curricula, which will require professors seeking to advance BHR education to find internal allies and collaborate with professors who went through the same process in other schools. The change of discourse from accreditation entities, the growing corporate demand for graduates who can navigate the BHR landscape, and the student demand to learn about sustainability-related topics can be used as leverage points to bring a case on the importance of BHR education in business schools.

In conclusion, undergraduate BHR education in business schools has the potential of having an even bigger impact than at the graduate level by providing students with the understanding that human rights are a transversal issue to business from the start of their business education, which can potentially impact the way they frame what they learn in other disciplines. Additionally, at undergraduate level more students can be reached, especially considering many undergraduate students will not proceed to get master's degrees or MBAs, and some may even decide to specialise in the field during their graduate studies or professional careers. Therefore, leaving BHR education to the graduate level constitutes a missed opportunity of leveraging its impact and may signal that BHR is not a core aspect of business activity. As such, BHR education in business schools should take place as early as students have enough business operational knowledge to grasp its concepts, which happens already at the undergraduate level, and should be implemented in accordance with what has been identified in this research as the ideal practice.

We conclude by classifying the outcomes of this thesis in three groups: (i) a contribution to the advocacy work for the importance of incorporating BHR education into business schools, particularly, at the undergraduate level, (ii) a characterisation of eight undergraduate BHR-related courses offered in seven business schools and (iii) a compilation of some thoughts and examples that could inspire the advancement of BHR education at the undergraduate level.

Bibliography

Cases

Lungowe v Vedanta Resources Plc [2017] EWCA Civ 1528, [2018] 1 WLR 357

Four Nigerian Farmers and Stichting Milieudefensie v Royal Dutch Shell plc and another [2021] ECLI:NL:GHDHA:2021:1825

Milieudefensie et al v Royal Dutch Shell plc [2021] ECLI:NL:RBDHA:2021:5339

Okpabi and others v Royal Dutch Shell Plc and another [2021] UKSC 3, [2021] 1 WLR 1294

Official documents

International Covenant on Civil and Political Rights (adopted 16 December 1966, entered into force 23 March 1976) 999 UNTS 171 <https://www.ohchr.org/sites/default/files/ccpr.pdf> accessed 14 July 2023

International Covenant on Economic, Social and Cultural Rights (adopted 16 December 1966, entered into force 3 January 1976) 993 UNTS 3 <https://www.ohchr.org/sites/default/files/cescr.pdf> accessed 14 July 2023

Ruggie J, 'Interim Report of the Special Representative of the Secretary-General on the Issue of Human Rights and Transnational Corporations and Other Business Enterprises' (2006) UN Doc E/CN.4/2006/97 <http://hrlibrary.umn.edu/business/RuggieReport2006.html> accessed 14 July 2023

United Nations Commission on Human Rights, 'Human Rights and Transnational Corporations and Other Business Enterprises' (2005) UN Doc E/CN.4/RES/2005/69 <https://digitallibrary.un.org/record/547160> accessed 14 July 2023

United Nations Commission on Transnational Corporations, 'Proposed Text of the Draft Code of Conduct on Transnational Corporations' (1990) UN Doc ST/CTC/103 <https://investmentpolicy.unctad.org/international-investment-agreements/treaty-files/2891/download> accessed 22 January 2024

United Nations ECOSOC, 'The Impact of Multinational Corporations on the Development Process and on International Relations' (1972) UN Doc E/RES/1721(LIII) <https://digitallibrary.un.org/record/214903> accessed 14 July 2023

United Nations ECOSOC, 'The Impact of Multinational Corporations on the Development Process and on International Relations' (1974) UN Doc E/RES/1908(LVII) <https://digitallibrary.un.org/record/215276> accessed 14 July 2023

United Nations ECOSOC, 'The Impact of Multinational Corporations on the Development Process and on International Relations' (1974) UN Doc E/RES/1913(LVII) <https://digitallibrary.un.org/record/215243> accessed 14 July 2023

United Nations Human Rights Council, 'Mandate of the Special Representative of the Secretary-General on the Issue of Human Rights and Transnational Corporations and Other Business Enterprises' (2008) UN Doc A/HRC/RES/8/7 <https://digitallibrary.un.org/record/645315> accessed 14 July 2023

United Nations Human Rights Council, 'Protect, Respect and Remedy: A Framework for Business and Human Rights' (2008) UN Doc A/HRC/8/5 <https://digitallibrary.un.org/record/625292> accessed 14 July 2023

United Nations Human Rights Council, 'Guiding Principles on Business and Human Rights: Implementing the United Nations "Protect, Respect and Remedy" Framework' (2011) UN Doc A/HRC/17/31 <www.ohchr.org/sites/default/files/documents/publications/guidingprinciplesbusinesshr_en.pdf> accessed 14 July 2023

United Nations Human Rights Council, 'Human Rights and Transnational Corporations and Other Business Enterprises' (2011) UN Doc A/HRC/RES/17/4 <https://digitallibrary.un.org/record/706796> accessed 14 July 2023

United Nations Sub-Commission on the Promotion and Protection of Human Rights, 'Draft Norms on the Responsibilities of Transnational Corporations and other Business Enterprises with regard to Human Rights' (2003) UN Doc E/CN.4/Sub.2/2003/12/Rev.2 <https://digitallibrary.un.org/record/501576> accessed 22 January 2024

Universal Declaration of Human Rights (adopted 10 December 1948) UNGA Res 217 A(III) <www.un.org/sites/un2.un.org/files/2021/03/udhr.pdf> accessed 14 July 2023

Books and articles

Bonnitcha J and McCorquodale R, 'The Concept of "Due Diligence" in the UN Guiding Principles on Business and Human Rights' (2017) 28(3) European Journal of International Law 899 <https://doi.org/10.1093/ejil/chx042> accessed 14 July 2023

Creswell JW, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th edn, Sage Publishing 2014)

DePaolo C and Wilkinson K, 'Get Your Head into the Clouds: Using Word Clouds for Analysing Qualitative Assessment Data' (2014) 58(3) TechTrends 38 <https://doi.org/10.1007/s11528-014-0750-9> accessed 14 July 2023

Ewing A, 'Promoting Business and Human Rights Education: Lessons from Colombia, Ukraine and Pakistan' (2021) 6(3) Business and Human Rights Journal 607 <https://doi.org/10.1017/bhj.2021.40> accessed 14 July 2023

Ewing A (ed), *Teaching Business and Human Rights* (Edward Elgar Publishing 2023)

Ganyaupfu EM, 'Teaching Methods and Students' Academic Performance' (2013) 2(9) International Journal of Humanities and Social Science Invention 29 <www.researchgate.net/publication/264124430_Teaching_Methods_and_Students'_Academic_Performance> accessed 14 July 2023

Pacheco S, 'An Analysis of the Draft Directive on Mandatory Due Diligence and Corporate Accountability from an Environmental Perspective' in Tiago Melo Cartaxo (ed), *NOVA Green Lab Yearbook* (Almedina 2021)

Silva TT, *Documentos de identidade: uma introdução às teorias do currículo* (Autêntica 1999)

Tibbitts F and Kirchschlaeger PG, 'Perspectives of Research on Human Rights Education' (2010) 2(1) Journal of Human Rights Education 8 <https://blogs.cuit.columbia.edu/peace/files/2013/05/tibbitts_kirchschlaeger_research_hre_jhre_1_2010.pdf> accessed 14 July 2023

Torres JM and others, 'Classification of Learning Outcomes and Assessment Activities in CHED Prototype and SUC Syllabi based on Kratwohl's Taxonomy' (2021) 20(5) Elementary Education Online <www.researchgate.net/publication/351368379_Classification_of_Learning_Outcomes> accessed 14 July 2023

Wettstein F (ed), *Business and Human Rights: Ethical, Legal, and Managerial Perspectives* (CUP 2022)

Yildirim SG and Baur SW, 'Development of Learning Taxonomy for an Undergraduate Course in Architectural Engineering Program' (paper presented at the American Society for Engineering Education, 2016) <www.ucl.ac.uk/teaching-learning/sites/teaching-learning/files/2016_the_development_of_learning_taxonomy_in_undergrad_architectual_engineering.pdf> accessed 14 July 2023

Interviews

Interview with Ali Awni, Professor of Practice, School of Business, American University of Cairo (online, 12 April 2023)

Interview with Anthony Ewing, Lecturer, Law School, Columbia University (online, 1 June 2023)

Interview with Berit Knaak, Senior Research Associate, Geneva Center for Business and Human Rights, University of Geneva (online, 24 April 2023)

Interview with Bjorn Fasterling, Professor, EDHEC Business School (online, 14 April 2023)

Interview with Claire Bright, Director, NOVA Centre on Business, Human Rights and the Environment (online, 13 April 2023)

Interview with Elizabeth Umlas, Lecturer, Interdisciplinary Institute of Ethics and Human Rights, Université de Fribourg (online, 18 May 2023)

Interview with Florian Wettstein, Director, Institute for Business Ethics, University of St Gallen (online, 28 April 2023)

Interview with John Ferguson, Professor, School of Management, University of St Andrews (online, 24 April 2023)

Interview with Judith Schrempf-Stirling, Associate Professor, School of Economics and Management, University of Geneva (online, 17 April 2023)

Interview with Karin Buhmann, Professor, Copenhagen Business School (online, 7 June 2023)

Interview with Lara Bianchi, Assistant Professor, Business School, Nottingham University (online, 3 May 2023)

Interview with Leonard Feld, Postdoctoral Student, Centre for Law, Sustainability & Justice, University of Southern Denmark (Seville, Spain, 13 April 2023)

Interview with Rachel Chambers, Assistant Professor, School of Business, University of Connecticut (online, 6 June 2023)

Interview with Terry Nelidov, Managing Director, Erb Institute, University of Michigan (online, 3 May 2023)

Interview with Terry Nelidov, Managing Director, Erb Institute, University of Michigan (online, 1 June 2023)

Interview with anonymised interviewee (11 May 2023)

Internet sources

—— 'Accreditations' (*University of Amsterdam*) <https://www.uva.nl/en/about-the-uva/organisation/faculties/faculty-of-economics-and-business/about-eb/accreditations.html> accessed 14 July 2023

—— 'The BHRights Initiative' (*Copenhagen Business School*) <https://www.cbs.dk/en/research/departments-and-centres/department-of-management-society-and-communication/the-bhrights-initiative> accessed 14 July 2023

—— 'Corporate sustainability due diligence' (*European Commission*) <https://commission.europa.eu/business-economy-euro/doing-business-eu/corporate-sustainability-due-diligence_en> accessed 14 July 2023

—— 'European Tools' (*Scottish Credit and Qualifications Framework*) <https://scqf.org.uk/services-partnerships/international-european-tools-and-projects/european-tools/> accessed 14 July 2023

—— 'Homepage' (*Human Rights and Business Dilemmas Forum*) <https://hrbdf. org/> accessed 14 July 2023

—— 'Homepage' (*OECD Guidelines for Multinational Enterprises*) <https://mneguidelines.oecd.org/> accessed 14 July 2023

—— 'Homepage' (*Teaching Business and Human Rights Forum*) <https://teachbhr.org/> accessed 14 July 2023

—— 'Master of Science in Responsible Management' (*Geneva School of Economics and Management*) <www.unige.ch/gsem/en/programs/masters/responsible-management/> accessed 14 July 2023

—— 'MBA Program' (*IMD - International Institute for Management Development*) <www.imd.org/degree/mba/program-core-themes/> accessed 14 July 2023

—— 'School of Business Among 1% Worldwide to be Triple Crown Accredited' (*The American University in Cairo*) <https://www.aucegypt.edu/news/stories/school-business-among-1-worldwide-be-triple-crown-accredited> accessed 14 July 2023

—— 'Sustainable Innovation MBA' (*The University of Vermont*) <www.uvm.edu/business/simba_sustainable_innovation_mba> accessed 14 July 2023

—— 'Teaching BHR Handbook' (*Teaching Business and Human Rights Forum*) <https://teachbhr.org/resources/teaching-bhr-handbook/> accessed 14 July 2023

—— 'TFL Virar - Awareness Test (Moonwalking Bear)' (Glassworks, 23 July 2010) <https://www.youtube.com/watch?v=xNSgmm9FX2s> accessed 14 July 2023

—— 'What is PRME?' (*Principles for Responsible Management Education*) <www.unprme.org/about> accessed 14 July 2023

—— 'Who We Are' (*UN Global Compact*) <https://unglobalcompact.org/what-is-gc> accessed 14 July 2023

Atack P, 'What is the European Credit Transfer System (ECTS)?' (*Study.eu*, 30 March 2022) <https://www.study.eu/article/what-is-the-ects-european-credit-transfer-and-accumulation-system> accessed 14 July 2023

Ewing A, 'Introduction: Teaching Business and Human Rights' (*Teaching Business and Human Rights Handbook,* 2016) <https://teachbhr.org/resources/teaching-bhr-handbook/introduction-teaching-business-and-human-rights/> accessed 14 July 2023

Global Justice Now, '69 of the richest 100 entities on the planet are corporations, not governments, figures show' (*Global Justice Now*, 17 October 2018) <www.globaljustice.org.uk/news/2018/oct/17/69-richest-100-entities-planet-are-corporations-not-governments-figures-show> accessed 14 July 2023

Parker M, 'Why We Should Bulldoze the Business School' (*The Guardian*, 27 April 2018) <www.theguardian.com/news/2018/apr/27/bulldoze-the-business-school> accessed 14 July 2023

Saller C, 'EU Corporate Due Diligence: New Rules, or Businesses Rule?' (*EU Observer*, 26 November 2020) <https://euobserver.com/opinion/150187> accessed 14 July 2023

Other sources

AACSB Accredited, '2020 Guiding Principles and Standards for Business Accreditation' (AACSB Accredited 2020) <www.aacsb.edu/-/media/documents/accreditation/2020-aacsb-business-accreditation-standardsredlined06302023.pdf?rev=2f85653bf7f940d9bb93f2a807cdbf72&hash=EC1FB243CC4902EF5C3C9AE756CB76A6> accessed 14 July 2023

AMBA, 'MBA Accreditation Criteria' (AMBA 2022) <https://www.associationofmbas.info/app/uploads/2022/11/AMBA_MBA-Criteria-June-2022_24pp_rev2.pdf> accessed 14 July 2023

Baumann-Pauly D, Posner M and LeClair D, 'The Case for Human Rights in Business Education – A Tool Kit' (Geneva Center for Business and Human Rights, NYU Stern Center for Business and Human Rights and Global Business School Network 2020) <www.unige.ch/gsem/files/2016/0553/3021/TOOLKIT_15.11.pdf> accessed 14 July 2023

EFMD, 'EQUIS Standards & Criteria' (EFMD 2023) <https://www.efmdglobal.org/wp-content/uploads/2023_EQUIS_Standards_and_Criteria.pdf> accessed 14 July 2023

Human Rights Heart, 'Best Practice Guide for Human Rights Education in Universities in the Western Balkans' (Human Rights Heart 2013) <www.roehampton.ac.uk/globalassets/documents/research-centres/crucible/crucible-best-practice.pdf> accessed 14 July 2023

LinkedIn, 'Our 2022 Global Green Skills Report' (2022) <https://news.linkedin.com/2022/february/our-2022-global-green-skills-report> accessed 14 July 2023> accessed 14 July 2023

United Nations Global Compact, 'An Open Letter to Academic Institutions: Educate Future Managers and Leaders on Business and Human Rights' <https://d306pr3pise04h.cloudfront.net/docs/issues_doc%2Fhuman_rights%2FHuman_Rights_Working_Group%2FLetter_to_Academia%2FOpen_Letter_EN.pdf> accessed 14 July 2023

World Benchmarking Alliance, '2022 Corporate Human Rights Benchmark' (2022) <https://www.worldbenchmarkingalliance.org/research/2022-corporate-human-rights-benchmark/> accessed 14 July 2023

Annex 1

These were the questions sent to the professors that participated in 'The Case for Human Rights in Business Education – A Tool Kit' through a Google form:

01 — Name, email and faculty.
02 — Is your faculty a signatory of the UN Principles for Responsible Management Education?
03 — Is your faculty a member of any business schools' network?
04 — Please upload the course syllabi of stand-alone BHR courses or courses in which BHR modules are incorporated in your faculty.
05 — When were these courses or modules lectured for the first time? (eg Spring semester of 2017/2018)
06 — If this information is not in the course syllabi, do the courses or modules take place at the undergraduate level or graduate level?
07 — If this information is not in the course syllabi, are the courses or modules elective or compulsory?
08 — If this information is not in the course syllabi, how many class hours and curricular units do the courses or modules have?
09 — Any other information you wish to share.

Annex 2

Bloom's Taxonomy of Cognitive Learning - Action Verbs

Higher-Order Thinking Skills in Bloom's Taxonomy (HOTS)	
Creating	arranges, assembles, builds, collects, categorises, combines, compiles, composes, constitutes, creates, constructs, devises, designs, develops, explains, generates, manages, modifies, organises, plans, performs, proposes, rearranges, reconstructs, relates, reorganises, revises, rewrites, specifies, synthesises, writes
Evaluating	arranges, assembles, builds, collects, categorises, combines, compiles, composes, constitutes, creates, constructs, devises, designs, develops, explains, generates, manages, modifies, organises, plans, performs, proposes, rearranges, reconstructs, relates, reorganises, revises, rewrites, specifies, synthesises, writes
Analysing	analyses, arranges, breaks down, categorises, classifies, compares, connects, contrasts, deconstructs, detects, diagrams, deconstructs, differentiates, discriminates, distinguishes, divides, explains, identifies, illustrates, infers, integrates, orders, organises, outlines, relates, selects, separates, structures

Lower-Order Thinking Skills in Bloom's Taxonomy (LOTS)	
Applying	applies, calculates, carries-out, classifies, changes, completes, computes, constructs, demonstrates, discovers, dramatises, employs, examines, executes, experiments, generalises, illustrates, implements, infers, interprets, manipulates, modifies, operates, organises, outlines, predicts, prepares, produces, relates, shows, solves, uses
Understanding	abstracts, arranges, articulates, associates, categorises, clarifies, compares, computes, converts, defends, diagrams, differentiates, discusses, distinguishes, estimates, explains, extends, extrapolates, generalises, gives, illustrates, infers, interprets, interpolates, matches, outlines, paraphrases, predicts, rearranges, reorders, rewrites, summarises, transforms, translates
Remembering	cites, defines, describes, identifies, labels, lists, matches, names, outlines, quotes, recalls, recognises, reproduces, retrieves, selects, shows, states, tabulates, tells

Global Campus of Human Rights

Europe
South East Europe
Latin America-Caribbean
Asia-Pacific
Caucasus
Arab World
Africa

The **European Master's Human Rights and Democratisation (EMA)** is a one-year programme established in 1997 as a joint initiative of ten universities which now has participating universities in all EU member states, Switzerland and the United Kingdom, and with support of the European Commission.

The EMA Awarded Theses

Each year the EMA Council selects five theses, on the basis of:

- Originality of the research topic, and its relevance and importance (including its contribution to the promotion and implementation of human rights and democratic values);
-Innovation with respect to argument, methodology, and theoretical approach, including case studies;
-Exceptional knowledge of the academic literature and excellent capacity for critical analysis;
-Clarity of structure, language and argumentation of a publishable standard with minimum revisions

The present thesis - ***Mind the Gap: Incorporating Human Rights into the Curricula of Undergraduate Business Programmes written*** by **Sara Rentroia Pacheco** and supervised by Carmen Márquez-Carrasco and Laura Garcia Martin, University of Seville - was submitted in partial fulfillment of the requirements for the European Master's Programme in Human Rights and Democratisation (EMA), coordinated by Global Campus Europe.

GC Headquarters
Monastery of San Nicolò,
Riviera San Nicolò, 26
I-30126 Venice Lido (Italy)
www.gchumanrights.org

This document has been produced with the financial assistance of the European Union and as part of the Global Campus of Human Rights. The contents of this document are the sole responsibility of the authors and can under no circumstances be regarded as reflecting the position of the European Union or of Global Campus of Human Rights.