THE PRME ANTI-POVERTY WORKING GROUP

Britta Kronbach

19.1 Background

The formal start of the Anti-Poverty WG can be traced back to the 1st PRME Global Forum in New York City in December 2008, where findings of a global survey on poverty and management education, entitled *Management Education: Corporate Social Responsibility and Poverty* (CEEMAN, 2008), were presented in a plenary session. Garnering extensive interest from delegates, and, notably, also the support of then PRME Secretary Manuel Escudero, this was the catalyst that led to the formation of the *PRME Working Group: Poverty, a Challenge to Management Education* (Gudić, Rosenbloom & Parkes, 2014), also known as the *Anti-Poverty Working Group*.

Since its inception, the primary aim of the Working Group has been to champion the integration of poverty (and poverty-related discussions), into all levels of management and business education worldwide. From the early days, when the vision of the newly formed WG was first articulated, this objective has been based on the beliefs that:

- Poverty is a legitimate topic for discussion and research in schools of business and management

- Business should be a catalyst for innovative, profitable and responsible approaches to poverty reduction
- Multiple stakeholder engagement is needed for innovative curriculum development (Rosenbloom Gudić, Parkes & Kronbach, 2017)

Today, the Anti-Poverty Working Group's commitment and beliefs remain as strong as when it was first founded, and the WG continues to uphold its pledge as encapsulated in the original vision statement, namely that 'Our working group will disband only when the issue of poverty is deeply embedded in all levels of management education worldwide' (Poverty Working Group Vision Statement, 2012).

While originally consisting of only a small group of 21 members, the WG has gone from strength to strength over the years: by Rosenbloom, A. and Gudić, M. (2021) Anti-Poverty WG Newsletter, WG Update October 2021. By September 2021, the WG consisted of a total of 228 members from 181 institutions in 62 countries (Anti-Poverty WG Newsletter, WG Update, October 2021).

When considering why it is important for business schools to address poverty and poverty alleviation, it is useful to remember that ending poverty in all its forms and dimensions by 2030 is at the very heart of the Sustainable Development Goals – consequently, engaging with this topic should form an integral part of how management education contributes to the SDGs.

It is essential that graduates understand the role of the social environment in which business management operates; yet poverty previously tended to be overlooked in such discussions. Just as issues of social responsibility and responsible management have become more deeply embedded in management education, so too has the importance of poverty alleviation discussions. Schools committed to sustainable development and to the 17 Sustainable Development Goals know that poverty alleviation, SDG #1, is fundamental to achieving all of the SDGs. The SDGs give additional impetus for poverty alleviation discussions in all business programmes.

19.2 Actions and achievements

Since its formation, the Anti-Poverty WG's efforts to "create opportunities for multi-stakeholder discussions [on poverty], to foster discussions that lead to concrete results, to disseminate reports, to serve as a global repository

for innovative curricular approaches, learning methods and educational materials that embed poverty in management education, and to support the development of a community of management educators, researchers and professionals committed to integrating poverty into the business curriculum” (Poverty Working Group Vision Statement, 2012) have found expression in four major activities: (1) research that seeks to understand the current state of poverty discussions in business schools and programmes worldwide; (2) publications in the form of authorship of reports and edited book collections exploring the nexus of management (broadly defined) and poverty; (3) support for conferences and other activities that engage faculty, administrators and students with poverty in relation to responsible management and sustainable development; and (4) broadening the depth and breadth of the WG’s membership, while also supporting the WG’s member in their own activities of relevance to the WG and its mission.

19.2.1 Anti-Poverty Working Group research

Research conducted by the WG seeks to understand the current state of poverty discussions in business schools and programmes worldwide. To this end, three major global surveys have been conducted in recent years.

- 2012 Anti-Poverty Working Group Global Survey, *Fighting Poverty through Management Education: Challenges, Opportunities, Solutions* (Gudić, Parkes, & Rosenbloom 2012). As reflected in the survey’s title, the key aims of this research were to understand the challenges faced, and the solutions created, by global business faculty and administrators in their attempts to integrate poverty into courses, programmes and curricula. Survey results were presented and published at the Rio+20 Conference in Rio de Janeiro, which also coincided with third PRME Global Forum on *Management Education for the Future We Want*. A total of 435 individuals from 70 different countries, participated in the survey. A detailed discussion of the survey’s methodology and findings is presented in the *Report to the 3rd PRME Global Forum, Rio de Janeiro* (Anti-Poverty Working Group, 2012).
- 2017 Anti-Poverty Working Group Global Survey, *The Issue of Poverty in Management Education: Challenges, Opportunities, Solutions* (Gudić, Parkes, Rosenbloom & Kronbach, 2017a). This survey was designed as a follow-up to the 2012 Global Survey, aiming to ascertain what

changes had occurred since then, while also, for the first time, investigating poverty's influence on business school curricula and teaching within the broader context of the SDGs. The survey was completed by 230 respondents from 57 countries, with preliminary results presented at the 2017 PRME Global Forum in New York.

- 2019 Anti-Poverty Working Group Global Survey, *Students Voices on the Issue of Poverty and the Sustainable Development Goals* (Mason, Marcheva, Rosenbloom & Gudić, 2019). This survey is the first of its kind to investigate the student perspective on the integration of poverty, responsibility, and sustainability into the business and management curriculum and has generated 1,385 responses from 39 countries. First results were presented at the 6th RMER Conference in Cologne, Germany (November 2018), while a further discussion of the survey, including its origins, methodology and key findings, was presented at the 7th RMER Conference in Chur, Switzerland (October 2020).

Further to the above research, Britta Kronbach, WG member and PhD candidate at Winchester University, UK, is investigating the extent to which schools of business and management engage with SDG1 (Poverty Alleviation) and SDG10 (Inequality). Britta's research will develop case studies around the drivers and constraints of integrating SDGs #1 and #10 into programmes and curricula, and is also drawing on the above WG research in her dissertation, which should provide further insight into these topics.

19.2.2 Publications

19.2.2.1 Publications by the Anti-Poverty Working Group

Anti-Poverty Working Group publications concretely realise the WG's aspiration 'to serve as a global repository for innovative curricular approaches, learning methods and educational materials that embed poverty in management education.'

To this end, the WG has published a number of resources designed to help faculty and administrators integrate the issue of poverty into management education. These include:

- An open online compendium of teaching resources, entitled *Collection of Best Practices and Inspirational Solutions for Fighting Poverty through Management*

Education, provides innovative teaching examples and materials (including cases, journal articles, books, and videos) to facilitate integration of poverty issues into business and management programmes, courses, modules and curricula

- *Socially Responsive Organisations and the Challenge of Poverty* (Gudić, Rosenbloom and Parkes, 2014a, Greenleaf Publishing) is a book investigating why poverty is an important topic for management education and management institutions
- *Responsible Management Education and the Challenge of Poverty: A Teaching Perspective* (Gudić, Rosenbloom and Parkes, 2014b, Greenleaf Publishing) explores how to address poverty through management education, including frameworks for understanding, course design and course topic integration
- *A PRME response to the challenge of fighting poverty: How far have we come? Where do we need to go now?* (Rosenbloom, Gudić, Parkes & Kronbach, 2017b), is a paper published in *The International Journal of Management Education's* PRME Special Issue, which placed the importance of understanding poverty in the broad context of management education, reported findings from empirical research studies on how a global, management professoriate viewed poverty in relation to management education, presented the WG's history to date, and discussed the importance of poverty reduction in light of the Sustainable Development Goals (SDGs)
- The Working Group has recently also been involved with a Special Issue (July 2020) of the *International Journal of Management Education (IJME)* on *Looking forward: Leadership Development & Responsible Management Education for advancing the implementation of the Sustainable Development Goals*. The special issue consists of 21 papers and one comparative book review from authors located across the globe, including our Working Group members. We have also contributed a chapter on Poverty to *The Sage Handbook of Responsible Management Learning and Education* (co-edited by Carole Parkes), which covers a variety of responsible management, learning and education topics
- With the support of the Working Group co-chairs, over the past two years, WG member, Tay Keong Tan, has recruited and supervised a team of students from his institution, Radford University, Virginia, the United States, in order to create an Anti-Poverty Toolkit. Through his leadership and expert knowledge, the student team developed an online platform that already has more than 500 artefacts related to poverty and its

integration into management education. This is the first, open source resource to be freely available to students and faculty on this topic

Through all of the above-mentioned publications and resources, the WG seeks to advance an appreciation of the critical need to integrate poverty in management education, as well as to make a practical contribution as to how this may be achieved via specific learning methodologies and approaches. A recent search on Google Scholar indicates that WG books and articles are increasingly being cited and used to extend scholars' research.

19.2.2.2 Collaborative publications with other Working Groups

Further to publications authored by the Anti-Poverty Working Group itself, the WG actively pursues collaboration with other working groups on joint projects.

Thus, for example, the WG has collaborated with the Gender Equality and Anti-Corruption Working Groups on two important joint book projects. *Beyond the Bottom Line: Integrating Sustainability into Business and Management Practice* (Gudić, Tan & Flynn, 2017) and *Redefining Success: Integrating Sustainability Management Education* (Flynn, Tan & Gudić, 2018) were the outcome of the first project and focussed on integrating sustainability into business and managements education, while the second joint project produced *Global Champions of Sustainable Development* (Flynn, Gudić & Tan, 2020) and *Struggles and Successes in the Pursuit of Sustainable Development* (Tan, Gudić & Flynn, 2020).

19.2.3 Conferences, collaborations and outreach

As a further step in developing a learning community of faculty, administrators, and students with shared interests in understanding poverty from a business perspective, the Anti-Poverty Working Group has convened and co-sponsored several thematic conferences. Not only were these conferences another tangible expression of the Anti-Poverty WG's aspiration to support platforms for knowledge exchange and learning, but they also were desired activities identified in the 2012 and 2017 global poverty surveys noted above. Whether it was in a series of workshops that ran alongside the 2013 PRME Summit 'New Ways for Developing Leaders for the Future We Want' held in Bled, Slovenia, or in its co-organising

capacity of the International Experiential Learning Conference Leveraging Innovative and Cross-Country Learning for Poverty Reduction: Climbing the Economic Ladder – Examples from and for Nicaragua (PRME Anti-Poverty Working Group, 2014), or its co-organisation of, and participation in, each of the seven Responsible Management Education Research (RMER) Conferences, the Anti-Poverty WG has consistently developed sessions on innovations, new ideas and perspectives on teaching about poverty; has sponsored poverty-focussed research and learning/teaching tracks; and has provided forums for multi-dimensional dialogues on the issues of poverty and management education. Anti-Poverty WG members also contributed video stories describing their professional and institutional experiences in the format of the 2013 PRME Summit's framework of '4 I's of PRME: Inspiration, Innovation, Implementation and Impact'.

The Anti-Poverty WG's outreach activities and events are designed to meet two of its key aspirational targets, namely to create opportunities for multi-stakeholder discussions on poverty and to support the development of a community of management educators, researchers and professionals committed to integrating poverty into business/management curricula (Poverty Working Group Vision Statement, 2012). To that end, the Anti-Poverty WG has been involved in a number of events, both within and outside of the PRME community. It has, for example, contributed to a special anti-poverty collaboratory, which was part of the Rio+20 Corporate Sustainability Forum's session on Foundations for Sustainable Leadership: Responsible Management and Leadership Education (2012); it participated in the Academy of Management's annual meeting with an All Academy Themed session, 'The Informal Economy, Poverty and Responsible Management Education'; and it developed two tracks at the EURAM 2015 Annual Conference (Warsaw, Poland) on 'Uncertainty as an Opportunity' – one on poverty, while the other covered leadership challenges and opportunities in the context of uncertainty. In addition, at EURAM 2018, the WG ran a symposium entitled Impact and Action-Oriented Research on Poverty & the Sustainable Development Goals (SDGs). This involved the organisation of a 'World-Café', where an international group of Anti-Poverty Working Group members, led by Al Rosenbloom, Milenko Gudić and Carole Parkes, focussed on business school curriculum design, student engagement, faculty research methods and technology.

Recognising that poverty alleviation, SDG #1, is fundamental to achieving all of the SDGs and that the complex nature of the SDGs and their

interconnectedness and interdependence with poverty require a multidimensional and multidisciplinary approach, the Working Group emphasises cross-working group collaboration. This takes place through joint projects, mutual dialogue and learning, as well as through information sharing and support.

Further to the joint book projects with the Gender Equality and Anti-Corruption Working Groups discussed above, the WG has more recently also contributed to the launch of the Sustainability Mindset Toolkit, an online platform based on the Anti-Poverty Toolkit model developed by members of the Anti-Poverty WG.

Additionally, the Working Group supports regular Cross-Working Group dialogue and problem-sharing sessions. These sessions are lively, provocative and stimulating, as they provide members from various working groups with opportunities to identify new avenues and modalities for further collaboration. The Working Group also often represents other working groups at various international events.

In addition, the Working Group is deeply committed to collaboration with PRME Regional Chapters and other stakeholders. Indeed, the WG believes that collaboration with PRME regional chapters is absolutely essential for achieving a higher level of impact that the noble idea of responsible management education, including the advancement of the SDGs, is expected to create. Along these lines, the Working Group was actively involved in the preparation of the PRME Regional Chapter MENA in September 2015, where it also represented some of the other Working Groups. In September 2016, the WG was invited to share the results of its Global Survey on the SDGs and the Issue of Poverty in Management Education at the Annual Meeting of the PRME Regional Chapter Brazil and LAC.

The annual conference on Responsible Management Education Research (RMER) grew out of several conversations between the DACH Regional Chapter and the Anti-Poverty Working Group. Starting with the very first RMER Conference (2014) in Chur, Switzerland, all RMER events have been the result of a joint project between the DACH Regional Chapter (representing Germany, Austria and Switzerland) and the Anti-Poverty WG, with the annual conferences rotating globally – one year in one of the DACH countries, while each subsequent year taking place on different continents where Anti-Poverty WG members and their institutions host the event. The WG is proud that the Anti-Poverty Working

Group members from Egypt, Brazil and Sweden have already hosted past RMER Conferences in their respective countries. The 8th RMER conference will be hosted by a WG member in China, while WG members from North America, India and Portugal have already expressed their interest in organising these events in the years to come. Furthermore, since 2014, the Working Group has participated as part of the RMER conference programme and organising committees. At every conference there have been two WG tracks: one devoted to poverty alleviation research, the other to teaching innovations integrating poverty in classrooms and curricula.

The Working Group also invited major players in the landscape of responsible management education such as GRLI, ABIS, GBSN, USDN, SDSN, RRBM, SULITEST, as well as representatives of youth, to a roundtable on *Shaping the Future of Responsible Management Education*, held in September 2019, at the 7th RMER Conference in Jönköping, Sweden. Following success of the roundtable, the Working Group's proposal for having such meetings regularly at the RMER events was enthusiastically accepted, consequently resulting in a follow-up discussion, hosted by the WG, at a plenary panel on *Building RME Implementation Coalitions for Impact in the Decade of Action*, held at the 7th RMER Conference in Chur, Switzerland (October 2020).

The Working Group has also participated in two major projects with stakeholders outside the educational sector. First, it was represented in *The Poverty Footprint – A People-Centered Approach to Assessing Business Impacts on Sustainable Development*, a collective effort by UN Global Compact and Oxfam in 2015 to produce an assessment tool that enables companies and civil society partners to understand corporate impacts on multi-dimensional poverty and help implement the SDGs. Second, it participated in the project initiated by Business Fights Poverty, which resulted in the report *The Role of Business in Education and Training for Sustainable Development* (2018).

Further to the above, the Working Group also receives numerous invitations to actively participate and present its work in a number of poverty and sustainability related events.

Since its formation in 2008, the Working Group has been advocating and promoting a 'horizontal', grass-roots driven, collaboration within PRME and beyond. Indeed, the Working Group Commitment Statement, presented at the 2015 PRME Global Forum (Towards "zero" poverty through understanding the root causes and action/impact-oriented communication and collaboration) connects our long-term aspirations with the need to engage with other stakeholders in order to succeed.

As previously indicated, the WG is currently a network of more than 200 members from over 170 institutions in more than 60 countries from over the world. Communication with its members and other relevant stakeholders is supported via an email update which is published every two months. This typically describes current and future Working Group projects, sessions, and events, calls for papers related to poverty, calls for chapter proposals that take a multi-disciplinary approach to poverty and/or the SDGs and news from the WG's members, friends and partners. The latter highlights various recent publications, partner projects and requests for participants on grants that speak to the wide range of issues poverty intersects with.

19.2.3.1 The Anti-Poverty WG's commitment to the youth

While not explicitly mentioned in the WG vision and aspirations, the WG is also deeply committed to fostering critical engagement with poverty on the part of young people, believing that such engagement is crucial to the future success of any discussions, activities, knowledge creation and dissemination in the context of poverty reduction. As part of this commitment, the WG co-sponsored the Challenge: Future initiative (www.challengefuture.org), with the aim of establishing new transnational partnerships for providing real skills and leadership opportunities to global youth, while strengthening their employability prospects. At the 2014 PRME Global Summit held in Bled, Slovenia, the 2013 Challenge: Future competition finalists, who worked on the challenge of fighting poverty by reducing youth unemployment, and Anti-Poverty WG members participated in a joint workshop where the two groups exchanged ideas.

The WG's outreach to young adults, as emerging business, community and global leaders, is further evidenced by its six-year co-sponsorship of the Student Essay Writing Competition project at the D.A. Tsenov Academy of Economics (Svishtov, Bulgaria), launched and organised by WG member Anastasiya Marcheva. University students from around the world are asked to write essays on the relationship between social inclusion and poverty, the meaning of responsible leadership, and inclusive businesses as a tool for poverty reduction. Over those six years, the essay contest has involved 703 students, from 53 universities in 25 countries.

Additionally, the Working Group has supported many activities to connect our work with students. A key example is the 2019 first global survey on *Students' Voices on the Issue of Poverty and the Sustainable Development Goals* (Mason,

Marcheva, Rosenbloom & Gudić, 2019), which was sponsored by the WG. The survey found that youth have high aspirations for a better world and that they expect that management education will give them the tools to be purposeful change agents in the world. Findings also suggested that youth were well aware of the SDGs, but they wanted their business education to give them more in-depth knowledge and SDG-related experiences. Among many other youth-related activities, the Working Group also formed part of the Jury of the *PRME Champions Sustainable Development Challenge* – an international student competition organised in 2015 by Babson College and the PRME Secretariat.

19.3 Working Group organisation and governance

The Working Group convened its first formal planning meeting from 6 to 7 July 2011 in Bled, Slovenia. This workshop involved ten interested individuals, who represented perspectives from Ukraine, Latvia, the UK, Serbia, Slovenia, the United States and Russia. Based on the outcomes of the First WG 3-round Delphi survey on the thematic and work modality aspects of the future Working Group activities that was conducted in 2011, the Workshop participants proposed a number of Working Group activities including (1) research, (2) faculty development, (3) curricula development and (4) membership expansion.

Participants agreed on a *thematic organisational structure* that reflected Working Group activities. This thematic/topic organisation most effectively achieves interaction between members in different parts of the world without the complexity that a matrix structure might create. Members also agreed that a small, self-nominated steering committee could be formed on an ad-hoc basis, while also acknowledging the role of direct communication and dialogue between Working Group members, as well as of the future planning sessions to be held at the occasion of major PRME related events. This practice resulted in the Second WG 3-round Delphi survey. Conducted in 2015, the Survey indicated an Anti-Poverty Toolkit project as the highest ranked priority for the future Working Group activities.

19.4 Future perspectives

Despite the achievements outlined above, there are a few challenges as well as opportunities for the WG which should be tackled going forward, particularly in the areas of implementation and impact. Although the

Anti-Poverty WG has worked collaboratively with some PRME working groups, more needs to be done. Poverty impinges on the PRME working groups related to peace, sustainability, innovation, climate change and environment, as well as human rights. The Anti-Poverty WG has yet to establish a strong working relationship with these PRME working groups. Similarly, because poverty exists in every country, forging stronger, more formal relationships with PRME Regional Chapters becomes imperative.

More work can also be done concerning research (PRME Principle 4). While the Anti-Poverty WG has undertaken important first-of-its-kind research, there are a number of other areas worthy of research, such as poverty and the persistently growing inequalities as economic, social and human phenomena; approaches and efforts to integrate this global challenge into management education; and the SDG perspective that posits the interconnectedness of the complex, multidimensional issue of poverty with the other 16 SDGs.

A further task ahead for the WG relates to PRME Principle 3 (method) and concerns the WG's *Collection of Best Practices and Inspirational Solution*, which has failed to become a dynamic resource. Although this was designed to be an open, collaborative, organic document in which faculty members would both read about and contribute their own innovations in teaching about poverty, the Collection had remained almost static since its publication in 2012, with few new ideas added since publication. This is one of the reasons for the launch of the previously mentioned Anti-Poverty Toolkit, a platform of more than 500 artefacts relevant to poverty and its integration into management education, which constitutes the first open source resource to be freely available to students and faculty on this topic. Going forward, more work needs to be done to fulfil the potential of these resources.

Other areas identified by WG members for future action by the WG include faculty development, entrepreneurship development, executive education, special summer schools and modules for youth, targeted programmes for poor regions and emerging economies, collaboration among business schools from different parts of the world, joint focussed research and collaborative publications, among others. With the online toolkit now having been developed, the WG foresees that this can become an important backbone for the various member-identified initiatives in the future.

During a recent interview with Giselle Weybrecht in the PRME's PRiME Time Blog (*An Update from the PRME Anti-Poverty Working Group*, 20 May, 2020), Milenko Gudić and Al Rosenbloom (the Working Group co-chairs) and Carole Parkes (the co-editor of WG publications), were asked to create a 'wish list' of future actions and initiatives for the Anti-Poverty WG, within a hypothetical context of there being no constraints to resources and support required to achieve them.

Given unlimited time and other resources, the interviewees came up with the following wish list for the Anti-Poverty Working Group going forward:

- Make sure that every business programme in the world has a curriculum or course of study that engages students deeply with the issue of poverty and inequality
- Award scholarships to students to support social innovation around poverty alleviation and the reduction of income inequality
- Advocate for doctoral students to study poverty and income inequality
- Develop a learning academy where faculty from around the world and from all business/management disciplines could come together to learn about poverty alleviation/income inequality and develop new innovative teaching strategies that resulted from their learning and collegial interactions
- Create a peer-reviewed journal that publishes only research and pedagogy articles on the Sustainable Development Goals
- Sponsor a yearly competition with a cash prize for the best doctoral research on poverty alleviation through business practice and for the best innovation in teaching pedagogy around poverty alleviation
- Conduct longitudinal studies that followed graduates 5, 10 and 15 years after graduation to determine the impact of their education on poverty alleviation in actual practice
- Advocate for every disciplinary textbook to thread the SDGs throughout its chapters
- Fund an annual 'futures' conference that deals with the question: 'What will come after the SDGs and what will the role of business be in that post-SDG world?'

At the time of writing this chapter, we are in the midst of a global pandemic. All indications are that more people will fall back into extreme

poverty and that income inequality within all countries will increase. While the rate at which individuals moved out of extreme poverty had already been slowing prior to the onset of COVID-19, and it had become increasingly clear that the world would fall short of achieving SDG1's aim of complete poverty eradication by 2030, the global pandemic further challenges the achievement of this goal. This means that poverty and poverty alleviation are now more important than ever – a challenge which only serves to reinforce the Working Group's mission, dedication and commitment to 'disband only when the issue of poverty is deeply embedded in all levels of management education worldwide' (Poverty Working Group Vision Statement, 2012).

References

- Business Fights Poverty (October, 2018) *The Role of Business in Education and Training for Sustainable Development, Advocacy Report*. Available at: <https://businessfightspoverty.org/reports/>
- CEEMAN (2008), reported in Gudić, M. and Rosenbloom, A. (2009) *Business Schools Responses to the Global Crisis*. Available at: <http://www.ceeman.org/publications/ceeman-research-reports/survey-onbusiness-school-responses-to-global-crisis>
- Flynn, P.M., Gudić, M. and Tan, T.K. (Eds.), (2020) *Global Champions of Sustainable Development*. London: Routledge.
- Flynn, P.M., Tan, T.K. and Gudić, M. (Eds.), (2018) *Redefining Success: Integrating Sustainability Management Education*. London: Routledge.
- Gudić, M., Parkes, C. and Rosenbloom, A. (2012) *Anti-Poverty Working Group Global Survey, Fighting Poverty through Management Education: Challenges, Opportunities, Solutions*. Report to the 3rd PRME Global Forum Rio de Janeiro, 2012.
- Gudić, M., Rosenbloom, A. and Parkes (2014a) *Socially Responsive Organisations and the Challenge of Poverty*. Sheffield: Greenleaf Publishing.
- Gudić, M., Rosenbloom, A. and Parkes, C. (2014b) *Responsible Management Education and the Challenge of Poverty: A Teaching Perspective*. Sheffield: Greenleaf Publishing.
- Gudić, M., Tan, T.K. and Flynn, P.M. (Eds.), (2017) *Beyond the Bottom Line: Integrating Sustainability into Business and Management Practice*. London: Routledge.

- Mason, G., Marcheva, A., Rosenbloom, A. and Gudić (2019) *Anti-Poverty Working Group Global Survey, Students Voices on the Issue of Poverty and the Sustainable Development Goals*. Presentation at the 5th RMER Conference in Cologne, Germany.
- PRME Anti-Poverty Working Group Toolkit. Available at: <https://jenkinew.wixsite.com/anti-povertytk>
- PRME Anti-Poverty Working Group (2012) *Poverty Working Group Vision Statement*. Available at: <https://www.unprme.org/prme-working-group-on-poverty-a-challenge-for-management-education>
- PRME Anti-Poverty Working Group. (2014). Managua Conference Notes and Proceedings. Available at: <http://www.ceeman.org/publications/conference-proceedings-leveraging-innovative-and-cross-country-learning-for-poverty-reduction---lessons-from-and-for-nicaragua>
- PRME Working Group on Poverty as a Challenge to Management Education (2012) *Collection of Best Practices and Inspirational Solutions for fighting Poverty through Management Education. An Open Online Compendium of Teaching Resources*. Available at: http://www.ceeman.org/docs/default-source/publications/poverty_wg_collection_of_best_practices.pdf?sfvrsn=0
- Rosenbloom, A. and Gudić, M. (2021) Anti-Poverty WG Newsletter, WG Update October 2021.
- Rosenbloom, A. Gudić, M., Parkes, C. and Kronbach, B. (2017a) *The Issue of Poverty and the SDGs in Management Education: Challenges, Opportunities, Solutions*. PRME Working Group on Poverty as a Challenge for Business and Management Education.
- Rosenbloom, A., Gudić, M., Parkes, C. and Kronbach, B. (2017b) A PRME response to the challenge of fighting poverty: How far have we come? Where do we need to go now? *The International Journal of Management Education* 15: pp. 104–120.
- Tan, T.K., Gudić, M. and Flynn, P.M. (Eds.) (2020) *Struggles and Successes in the Pursuit of Sustainable Development*. London: Routledge.
- Weybrecht, G. and PRIME Time (2020) *An Update from the PRME Anti-Poverty Working Group, 20 May, 2020*. Available at: <https://primetime.unprme.org/tag/working-group/>