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RESEARCH ARTICLE

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TRANSFORMING EDUCATIONAL LANDSCAPES: SDG IMPLEMENTATION THROUGH INNOVATIVE PRACTICES

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ABSTRACT

In September 2015, the need for a more sustainable world was unanimously acknowledged, and 17 Sustainable Development Goals (SDGs) were established by United Nations members, with education positioned at the heart of the strategy to promote sustainable development. A demonstration of the importance of adopting an interdisciplinary approach to education for sustainable development is provided, along with an illustration of how to advance it, acknowledging different perspectives of sustainability and corporate social responsibility (CSR) in the context of diversity. The broad agenda of the SDGs, requiring participation from multiple disciplines and sectors to be delivered, is examined. Considering the Principles for Responsible Management Education (PRME), literature regarding interdisciplinarity and its application in education for sustainable development is reviewed, including practices and barriers to enhance it. A case study has been provided to illustrate the advancement of interdisciplinary education for sustainable development among postgraduate MBA students from diverse backgrounds, in a course where sustainable development concepts are embedded across disciplines. The application of the Six Principles of PRME is demonstrated, and an explanation is provided on how a sustainability and CSR module can encourage students to combine knowledge from all disciplines to advance their understanding and action on sustainable development issues.

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INTRODUCTION

Sustainable development has been identified as a key area of focus for business leaders, governments, universities, non-government organizations (NGOs), and the media. The need for a more sustainable world was highlighted by the 2008 global financial crisis and has been conveyed by the United Nations (UN) through initiatives like the Global Compact (Baker S.,2016). Education has been placed at the heart of the UN's strategy to promote sustainable development, with support for the Principles of Responsible Management Education (PRME) and UNESCO's Global Action Programme on Education for Sustainable Development. The UN Decade for Education for Sustainable Development (2005-2014) was established. A drive to embed sustainability across the curriculum has been observed, closely monitored by accreditation bodies. This paper's importance and interdisciplinary approach to education for sustainable development are demonstrated. The broad agenda of the Sustainable Development Goals (SDGs) is examined, followed by literature on interdisciplinarity, the Six Principles of PRME, practices, and barriers. A case study is provided to illustrate advancing interdisciplinary education for sustainable development among diverse postgraduate MBA students. The Brundtland Commission's definition of sustainable development (WCED, 1987) is adopted: "development that meets present needs without compromising future generations' ability to meet their own needs.

Research Objective(s)

In this above-mentioned paper, the following objectives are undertaken:

1. A case study has been considered to illustrate the advancement of interdisciplinary education for sustainable development among postgraduate MBA students from diverse backgrounds.
2. The application of the Six Principles of PRME is also proposed to be demonstrated.
3. An explanation will be provided on how a sustainability and CSR module can encourage students to combine knowledge from all disciplines.

RESEARCH METHODOLOGY

- Literature Review will be conducted to focus on the concept and highlight the research gap/gaps if any.
- Mostly a case study-based discussion and interpretation is done in this paper to illustrate the advancement of interdisciplinary education for sustainable development among postgraduate MBA students from diverse backgrounds, in a course where sustainable development concepts are embedded across disciplines.

- The application of the Six Principles of PRME is demonstrated, and an explanation is provided on how a sustainability and CSR module can encourage students to combine knowledge from all disciplines to advance their understanding and action on sustainable development issues.

Literature Survey

Education and the Sustainable Development Goals: The Millennium Development Goals, established in 2000, were built upon, and 17 Sustainable Development Goals (SDGs) were formally adopted by all 193 UN member states in September 2015 (UN, 2015). The SDGs aim to end extreme poverty, protect the planet, and ensure prosperity for all by 2030. The agenda has been expanded to include issues like climate change, sustainable consumption, innovation, peace, and justice, requiring action from all countries, regardless of development level. Quality education has been recognized as critical for enhancing lives and advancing sustainable development (Unesco, 2014). Therefore, the 4th SDG was established with a specific target focused on education for sustainable development (UN, 2015, p. 21): By 2030, all learners must acquire knowledge and skills to promote sustainable development, including education for sustainable development, sustainable lifestyles, human rights, gender equality, peace, non-violence, global citizenship, cultural diversity, and culture's contribution to sustainable development. Some disciplines have been encouraged to discuss sustainable development, raising awareness among students and professionals and motivating them to contribute to delivering the SDGs. In geology, for instance, the interconnectedness between geosciences and SDGs has been graphically demonstrated (Gill, in press), highlighting geologists' potential to support each SDG. The interconnectedness between geosciences and SDGs is illustrated in Figure. 1, adapted from Gill (in press).

		Geological Sciences										
		Earth Materials, Processes & Management						Skills & Practice				
		Agrogeology	Climate Change	Energy	Engineering Geology	Geohazards	Geoheritage & Geotourism	Hydrogeology & Contaminant Geology	Minerals & Rock Materials	Education	Capacity Building	Miscellaneous
SDGs	1	No Poverty										
	2	No Hunger										
	3	Good Health										

Figure 1. Interconnectedness between geosciences and the SDGs, adapted from Gill (in press)

Globalization demands that future leaders understand complex sustainable development issues. It has become apparent that business professionals must employ concepts from various areas (including ethical theory, human rights, climate change, biodiversity, and stakeholder management) to develop responsible corporate strategies and practices. Sustainable development education must promote the ability to work with stakeholders having distinct interests and value systems to find common goals (Dale and Newman, 2005).

Concept of Interdisciplinarity: Knowledge is usually fragmented in disciplines in educational and professional environments, but interdisciplinarity has been recognized to increase the ability to understand complex global challenges (Eagan, Cook, and Joeres, 2002). Problem-solving is facilitated when disciplines are integrated, promoting a better understanding of each problem component and fostering solutions blending concepts from various disciplines. Interdisciplinarity enables "mutual development of distinctive areas of expertise offered by different subjects" (Summers, Childs, and Corney, 2005, p. 630). Knowledge has been classified into disciplinary, multidisciplinary, interdisciplinary, and transdisciplinary categories by Clark and Wallace (2015), with a discipline defined as

"a self-contained and isolated domain of human experience with its own community of experts" (Nissani, 1997, p. 203).

Four curriculum integration models have been identified by Kysilka (1998) on a continuum based on inter-disciplinary integration levels:

- **Traditional model:** Content is taught separately, with integration prompted by learners.
- **Connected model:** Disciplines remain primary, with teachers connecting learning to real-life and other disciplines.
- **Interdisciplinary model:** Rigid content boundaries are broken, blending skills and concepts.
- **Integrated curriculum:** Student-centered, teacher-facilitated learning.

These models are summarized in Figure2 (Kysilka, 1998, p. 204).

	Separate disciplines	Disciplined-based	Interdisciplinary	Total integration
Content	Separate subjects	Sequenced Correlated ideas Focused content themes Multiple lenses Modified courses	Multifaceted lens Broad themes Process themes Student interests New courses	Student needs/interests Cross disciplines Integrated day Apprenticeships Experiences
Time	Distinct units/periods	Distinct units/periods	Blocked	Varied
Teachers	Separate	Separate	Paired/teamed	Teamed/facilitators
Students	Receivers	Receivers/doers	Doers/decision-makers Creators	Decision-makers Creators Independent investigators

Figure 2. Integrated curriculum continuum (Kysilka, 1998, p. 204)

Interdisciplinarity has been built on disciplinarity (Foster, 1998), requiring individuals to know at least one discipline to explore new thinking. Sustainable development literacy "derives from disciplinary thought progression in natural and social sciences" (Dale and Newman, 2005, p. 356). The dynamics and openness of interdisciplinarity have been highlighted (Burgess and Slonaker, 1978, p. 2), aligning with SDG 16's goal of promoting peaceful and inclusive societies. Implementing interdisciplinarity is deemed necessary, as disciplined-based models are unlikely to achieve expected learning outcomes (Mansilla, 2005, p. 16).

Implementing Interdisciplinary Education: Interest in collaboration among educators has been fostered by the increasing demand for problem-solving. According to Klein (2006), proactive interdisciplinary initiatives were launched at the beginning of the twentieth century, and in the 1970s, the first international conference on interdisciplinary teaching and research in universities was held, co-sponsored by the Organization for Economic Cooperation and Development (OECD). Among the progresses made in this area, interdisciplinary activities have been prioritized by federal funding agencies in the USA, including large-scale research programs, innovative graduate curricula, and undergraduate training courses (Holley, 2009). Although the benefits of interdisciplinarity are generally acknowledged, implementation may be delayed in some contexts. Three barriers to increasing integration between disciplines have been identified by Kysilka (1998): the education assessment model, insufficient time, and limited knowledge base.

In some regions, the assessment model may discourage teachers from trying new ideas, as they are held accountable if students fail to achieve a minimum grade in standardized tests. Time constraints also pose a challenge, as teachers require time to develop integrated curricula and collaborate, which administrators may not provide unless the entire school commits to curriculum change. For effective implementation, Kysilka (1998, p. 208) argues that "the entire teacher education process needs to be restructured" to train teachers deeply and broadly, demonstrating interconnectedness between disciplines. Restructuring teacher training would also address the tendency for practitioners to retreat to single-discipline approaches (Dale and

Newman, 2005, p. 358), failing to capture the holistic nature of sustainability issues. Two additional challenges to implementing interdisciplinarity have been identified by Holley (2009). Firstly, developing an interdisciplinary language to achieve mutual understanding is necessary, as language may carry specific meanings across distinct disciplines. Secondly, interdisciplinary projects require specific governance, as resource allocation is typically based on departmental divisions. However, research universities in the USA have been found to engage in interdisciplinary initiatives across multiple organizational levels (Holley, 2009). Change strategies have been implemented, including senior administrative support, collaborative leadership, flexible vision, faculty/staff development, and visible action. Examples of these strategies include interdisciplinary initiatives in strategic plans, faculty collaboration, funding for interdisciplinary research and teaching, and construction of interdisciplinary buildings on campus.

Interdisciplinarity in Education for Sustainable Development:

Sustainable development encompasses a diverse range of disciplines, including environment, biology, medicine, nutrition, agronomics, geography, engineering, architecture, citizenship, sociology, psychology, political science, history, law, economics, and business. The inherent interconnectedness and scope of the sustainable development agenda dictate that the SDGs cannot be effectively pursued within discrete disciplinary silos (DeFries et al., 2012, p. 603). The imperative of adopting an interdisciplinary approach to sustainable development education has been underscored by numerous authors (Dale and Newman, 2005; Eagan, Cook, and Joeres, 2002; Luppi, 2011; Summers, Childs, and Corney, 2005) and UNESCO. A reorientation of existing education programs is necessitated to integrate sustainability aspects and its tripartite pillars (society, environment, and economy) within a holistic interdisciplinary framework, wherein teachers incorporate sustainability issues into curricula (UNESCO, 2005). UNESCO (2005, p. 31) emphasizes that "education for sustainable development is not the exclusive domain of any single discipline, but rather a collective contribution from all. Through an interdisciplinary approach alone, sustainable development education can effectively address complex problems transcending traditional disciplinary boundaries, involving multiple stakeholders, and occurring on diverse scales (Dale and Newman, 2005, p. 353), including climate change, poverty, and inequalities, acknowledging societal-ecosystem interdependence. Education for sustainable development is expected to yield outcomes beyond knowledge acquisition, including empowering students and professionals to reflect on contemporary challenges from multidisciplinary perspectives and make informed decisions to address them, ultimately transforming society (UNESCO, 2014, p. 10). Sustainable development literacy encompasses the capacity to comprehend global macro-issues and respond effectively at the local level amidst dynamic contexts (Dale and Newman, 2005). Luppi (2011) notes that environmental education has increasingly emphasized fostering knowledge, behaviors, strategies, and actions to reform development paradigms and lifestyles (p. 3244).

Sustainable Development and Educational Practice: Sustainability, being a wide, complex, and dynamic concept, provides numerous possibilities for educational interventions, which must accommodate its evolving nature (UNESCO, 2005). The development of methods enabling effective learning experiences for responsible leadership has been collectively pursued by over 650 higher education institutions worldwide, signatories of PRME (PRME, 2015). The Six Principles of PRME (Purpose, Values, Method, Research, Partnerships, and Dialogue, detailed in Appendix 1) provide a framework for education institutions to embed sustainable development and ethics into the curriculum, within and across disciplines. Several reports have been presented on the advancement of PRME objectives through higher education initiatives (PRME, 2017). Existing literature on education for sustainable development practices is reviewed in the following paragraphs, outlining their alignment with specific PRME Principles, in addition to PRME Principle 2, Values, which is present in all of them. An experimental interdisciplinary graduate-level seminar, "Sustainability, Culture, and Industrial Ecology," was conducted

online at the University of Wisconsin-Madison and the University of Minnesota, both in the USA, and was examined by Eagan, Cook, and Joeres (2002). The seminar was presented by instructors from engineering, business, and public health schools, and guest lecturers, with weekly lectures on sustainability topics, followed by discussions. Perspectives from the USA, Germany, The Netherlands, and Japan on environmental issues were represented, highlighting cultural influences at national, local, and industry levels, and strategies to enhance corporate environmental responsibility were shared. Reading, writing, and peer reviewing research papers were part of the seminar activities, encouraging teamwork and critical thinking, aligned with PRME Principle 3, Method. The partnership between the two universities, as well as professors and professionals from diverse backgrounds presenting lectures, illustrates PRME Principles 5 and 6, Partnerships and Dialogue. PRME Principle 1, Purpose, is also reflected through shared practices to enhance corporate environmental responsibility. At Royal Roads University in Canada, sustainable development principles were incorporated into undergraduate and graduate-level courses, as presented by Dale and Newman (2005). The course content embraced hands-on problem-based learning and transdisciplinary approaches required for sustainable development education. For the Master's degree in Environmental Management, students from natural and social sciences were integrated in three-week residencies, encouraging interdisciplinarity and transdisciplinarity, followed by online courses. These courses exemplify the application of PRME Principles 3, 4, and 6: Method, Research, and Dialogue. A constructivist e-learning project to train teachers and decision-makers in education for sustainable development was presented by Luppi (2011), piloted at Bologna and Rimini campuses in Italy. To address sustainable development's complexity, teaching modules were organized into learning objectives, such as 'the history of sustainable development' and 'ecological, economic, and social implications of sustainability.' Each learning objective was constructed from knowledge from diverse disciplines and categorized into theoretical, ethical, and operational objectives. The latter focused on sustainable choices in everyday life and teaching interventions, followed by operational exercises. By organizing learning objectives into modular content, learners were enabled to customize their educational path, with the student being "the active subject in the construction of their own knowledge" (Luppi, 2011, p. 3247). Although this project targeted non-higher education students, it aligns with PRME Principles 1, 3, and 6: Purpose, Method, and Dialogue.

An examination of how sustainable development concepts were integrated into a postgraduate program in Environmental Studies and Resource Management at The Energy and Resources Institute (TERI) University in India was conducted by Jain et al. (2013). Students from diverse backgrounds benefited from a combination of face-to-face interactions, live case studies, field visits, conferences, seminars, and information and communication technology. Sustainability issues addressed by TERI Institute were converted into case studies at TERI University to promote students' understanding of real-life implications and solution implementation. Students were allowed to choose elective disciplines and acquire deeper knowledge within specific streams. The final project was carried out in partnership with industrial, research, government, or non-government organizations. As a PRME signatory, TERI University's experience demonstrates alignment with the Six Principles. The practices mentioned above illustrate how sustainable development principles were incorporated into pre-existing courses by Dale and Newman (2005) and Jain et al. (2013), while Eagan, Cook, and Joeres (2002), and Luppi (2011) presented frameworks specifically designed for teaching sustainable development. Despite significant differences in context, course level, purpose, duration, audience, and content, interdisciplinarity was fostered through techniques such as teamwork activities, real-life examples, and student choice. All education for sustainable development practices demonstrates some level of alignment with PRME's Six Principles and integration between disciplines. However, not all these practices adhere to Kysilka's (1998) interdisciplinary curriculum approach. Education for sustainable development can only

be considered interdisciplinary when coordination and coherence exist across subjects (Summers, Childs, and Corney, 2005).

Barriers to Implementing Interdisciplinary Education for Sustainable Development: According to Summers, Childs, and Corney (2005, p. 627), "interdisciplinary initiatives have not achieved significant success," which suggests that integration should initially involve two or three disciplines to establish a foundation for future enhancement, with geography and science being identified as prime candidates to form a platform for teaching sustainability. By Eagan, Cook, and Joeres (2002), it is argued that teaching interdisciplinary communication skills, tolerance for diverse perspectives, peer review evaluation skills, and teamwork enables students to overcome barriers hindering interdisciplinary research and collaboration. In the subsequent section, a case study is presented, demonstrating an alternative approach to applying interdisciplinarity in education for sustainable development.

CASE STUDY

Teaching sustainability to postgraduate MBA students

The need for integrating sustainability principles into management education: Sustainable development is requiring leadership from the private sector, government, and civil society, as advanced technologies and management systems are held by the private sector, essential for SDG success (Sachs, 2012). Businesses are encouraged to act responsibly and address sustainable development issues through innovation and collaboration (Global Compact, 2016). Concrete initiatives have been developed to promote private sector sustainability, including ethical sourcing, social standards, audits, and responsible investing rankings like Dow Jones Sustainability Indices and FTSE4Good. Communication technologies have fostered companies' sustainable contributions, impacting their reputation. Public-private partnerships have been established, and development actions sponsored, but the private sector's role in human development can still be leveraged (World Bank, 2009). To enhance SDG participation, all business departments must be engaged, allocating resources to various departments. Interdisciplinarity and stakeholder collaboration are necessary, requiring professionals to comprehend decision consequences and manage risks. Sustainable development understanding is crucial for business leaders to operate responsibly. Postgraduate MBA courses can support this, especially when sustainable development is embedded across the curriculum, catering to diverse professionals. Every graduating class without sustainability knowledge is a missed opportunity (Weybrecht, 2010).

Integrating sustainability and the PRME Principles into a MBA course: For this study, an MBA course has been selected that is delivered in London and Moscow, attracting approximately 200 enrolments per annum (80 in the UK and 120 in Russia). The MBA programme is offered in three formats and has been distinguished as the highest ranked in Russia. The course curriculum consists of ten core modules, four electives, and a management research project (detailed in Appendix 2). UK students are afforded the opportunity to participate in elective modules in Russia, alongside MBA students enrolled in Moscow, fostering a culturally enriching experience for both groups. For the joint MBA programmes, common learning outcomes centred on general management themes have been established, emphasizing strategy, particularly execution and implementation. In response to the necessity of preparing future leaders for sustainable development issues, sustainability, business ethics, and CSR have been integrated into all MBA modules. A specialized subject, Responsible Management, has been created to foster critical understanding and appreciation of CSR and sustainability. Across the curriculum, sustainable development issues have been developed and embedded through interdisciplinary collaboration between business school academics and colleagues from departments such as law schools. Notably, in postgraduate MBAs, sustainable development is frequently disconnected from the mainstream curriculum; however, given its universal relevance, this

information must be integrated into all disciplines and presented concurrently with existing content (Weybrecht, 2013). Motivated by business needs and accreditation bodies, the design and delivery of the MBA course in both countries have been undertaken by the UK business school for over a decade, with efforts intensified subsequent to the 2008 global financial crisis. The prior alignment with the UN Global Compact's Principles facilitated the 2015 implementation of PRME Principles. The integration of the Six PRME Principles into the MBA course has been accomplished, with both UK and Russian business schools serving as PRME signatories. The UK university's vision and strategy have incorporated PRME Principles 1 and 2, Purpose and Values. The incorporation of innovation, creativity, enterprise, and diversity into the university's values and practices has demonstrated PRME Principle 3, Method. This is exemplified by the utilization of role-play techniques and the establishment of a sustainability hub. PRME Principle 4, Research, has been applied through the connection of real-world examples with contextual frameworks, illustrating the potential for innovation and sustainability to enhance investment returns. Consequently, an increase in MBA research projects focused on sustainability topics has occurred. The partnerships between UK and Russian universities, companies, government, NGOs, and participation in initiatives such as ABIS and Aim2Flourish have exemplified PRME Principles 5 and 6, Partnerships and Dialogue. Ultimately, alignment with the Six PRME Principles has enhanced support for students addressing sustainable development issues, contributing to the generation of practical knowledge to further integrate sustainability and ethics into the business world.

Teaching CSR and sustainability in the context of diversity: Variations in students' approaches to learning have been observed (Fry, Ketteridge, and Marshall, 2014). Acknowledging this diversity is essential when instructing students or professionals with diverse needs, cultural backgrounds, and experiences, thereby necessitating tailored teaching strategies for sustainable development. The subject is presented differently to undergraduate and pre-experience postgraduate students, taking into account their distinct levels of experience, international business exposure, and expectations. The importance of adapting teaching to diverse audiences is highlighted within learning theory's core themes (Bryson and Hand, 2007). The delivery of postgraduate MBAs across borders and within diverse international contexts presents notable challenges. Contextual differences between students based in the UK and Russia required meticulous planning and reflection for joint MBA delivery, as teaching materials, learning approaches, and explanations of sustainable development concepts necessitated adaptation. Differences encompassing historical, political, cultural backgrounds, CSR interpretations, multi-stakeholder dialogue participation, and cohort diversity were considered to inform necessary adjustments to educational approaches and supporting materials. In the UK, social responsibility is predominantly conceptualized through Carroll's (1991, 1999, 2004) constructs and stakeholders and Elkington's (1999) Triple Bottom Line. Conversely, Russia's CSR landscape is influenced by Soviet and transitional period legacies (Crotty, 2016, p. 845). To accommodate diverse CSR interpretations and foster critical reflection, definitions of sustainable development and CSR are integrated into the Responsible Management module's initial content in both countries. Students are encouraged to critically evaluate CSR's scope, case, and multinational companies' contextual responses. When developing learning activities, consideration must be given to students' existing knowledge. New learning should be built upon established foundations, emphasizing connections between prior and novel information, initiating with familiar examples and leveraging students' experiences (Biggs and Tang, 2011). International NGO-led initiatives can be utilized to explain current sustainable development issues to UK-based students, a topic frequently addressed in media and exacerbated by numerous fundraising campaigns. In contrast, Russia's socialist system legacy provides a framework for understanding sustainable development and its intrinsic "concept of 'needs,' particularly the essential needs of the world's poor" (WCED, 1987, p. 43). Sustainability and CSR education necessitate adaptable approaches, with background-specific adaptations essential for

enhancing the learning experience. Role-play scenarios, complemented by tutor-led discussions, facilitate the translation of theoretical frameworks into practical workplace applications. As noted by Pavey and Donoghue (2003, p. 7), role-play pedagogy facilitates knowledge application, issue reflection, theoretical relevance illustration, and decision-making complexity demonstration. The Responsible Management module incorporates role-play scenarios, wherein students assume diverse stakeholder roles, addressing fictional sustainable development issues. Following role allocation and brief distribution, negotiations transpire before peers, who provide constructive feedback and critiques. These scenarios necessitate interdisciplinary approaches, integrating knowledge from various MBA modules to identify economic, societal, and environmental implications of issues and proposed actions. This exemplifies effective learning experiences for responsible leadership, aligning with PRME Method Principle. Initially, the sustainability domain is frequently perceived by some Russian students as inconsequential and a hindrance to profitability, thereby presenting a challenge to engaging students with relevant concepts. Conversely, by course completion, students are informed and enthusiastic about sustainability, recognizing the imperative of integrating sustainable development into the education system. The increasing presence of multinational corporations in Russia and the expansion of Russian companies abroad have facilitated the integration of sustainable development into business decision-making processes within the country. This case study exemplifies the promotion of education for sustainable development activities, aligned with the Six Principles of PRME and tailored to accommodate students' diverse sustainability perspectives. The potential of postgraduate MBA courses to promote private sector sustainability is acknowledged, contingent upon the comprehensive integration of sustainable development across the curriculum. Throughout the MBA program, sustainable development concepts are systematically incorporated into all disciplines and practiced in an interdisciplinary manner within the Responsible Management subject. This enables students to integrate skills from various disciplines to enhance understanding of sustainability challenges. In contrast to existing literature on education for sustainable development practices, this case study highlights the capacity of a specifically designed MBA course subject to cultivate interdisciplinary thinking and consolidate knowledge for sustainable development and SDG advancement. Collaborative activities, real-world examples, and student contributions are consistently encouraged throughout the course, mirroring best practices in sustainable development education.

CONCLUSION

This paper aims to demonstrate the importance of adopting an interdisciplinary approach to education for sustainable development, as argued by several authors (Dale and Newman, 2005; Eagan, Cook and Joeres, 2002; Luppi, 2011; Summers, Childs and Corney, 2005). The importance of interdisciplinarity is highlighted by the breadth and interconnectedness of the SDGs, which necessitate collaboration among professionals from diverse disciplines and sectors to achieve the goals. Complex issues, such as climate change, poverty, and human rights, are recognized as requiring integrated knowledge and skills from various disciplines. Interdisciplinarity is promoted as a means to understand and address complex problems, aligning with expected outcomes from education for sustainable development. According to literature, interdisciplinarity education has been identified as challenging (Summers, Childs and Corney, 2005; Kysilka, 1998), with various approaches to adopting interdisciplinarity in education for sustainable development (Dale and Newman, 2005; Eagan, Cook and Joeres, 2002; Jain et al., 2013; Luppi, 2011). It is acknowledged that simply embedding sustainable development in environmental courses or creating isolated disciplines is insufficient for preparing individuals to address sustainability challenges. A case study has been provided to illustrate advancing interdisciplinary education for sustainable development, aligned with PRME principles. The case study focuses on a postgraduate MBA course where sustainable development is embedded across

disciplines. The importance of adapting learning activities to students' prior knowledge and cultural background is emphasized. A sustainability and CSR module is shown to encourage students to combine knowledge from all disciplines to advance understanding of sustainable development issues. This paper contributes to enhancing literature on interdisciplinary practice in sustainable development education, including PRME-aligned practices. It also intends to overcome barriers to enhance interdisciplinarity in educational and professional environments, ultimately contributing to increased capacity to deliver the SDGs.

ANNEXURE 1

PRME Six Principles for Responsible Management Education (PRME, 2016, p. 40):

- **Purpose:** We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.
- **Values:** We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.
- **Method:** We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.
- **Research:** We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.
- **Partnership:** We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.
- **Dialogue:** We will facilitate and support dialogue and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

ANNEXURE-2

Modules that constitute the MBA course selected for the case study:

Core Modules

- Financial Management
- International Business Environment
- Leadership and Professional Development
- Marketing: Practice and Principles
- Operations Management
- Strategic Management

Elective Modules

- Business Forecasting and Modelling
- Change and Creativity
- Corporate Finance
- Development and Growth of SMEs
- Entrepreneurship and Innovation
- Global Business
- Operations Strategy

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