

2025 Sharing Information on Progress (SIP) Report

CEMS

July 2025

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About CEMS

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About the Principles for Responsible Management Education (PRME)

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 that aims to raise the profile of sustainability in their classrooms through Seven Principles focused on serving society and safeguarding our planet. PRME engages business and management schools to ensure they provide future leaders with the skills needed to balance economic and sustainability goals, while drawing attention to the Sustainable Development Goals (SDGs) and aligning academic institutions with the work of the UN Global Compact. Driven by its mission to transform management education, PRME equips today's business students with the understanding and ability to deliver change tomorrow. As a voluntary initiative with over 800 signatories worldwide, PRME has become the largest organized relationship between the United Nations and management-related higher education institutions.



“ *The PRME initiative was launched to nurture responsible leaders of the future. Never has this task been more important. Bold leadership and innovative thinking are needed to achieve the Sustainable Development Goals (SDGs).* ”

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

The Sustainable Development Goals (SDGs)

In September 2015, all 193 Member States of the United Nations adopted a plan for achieving a better future for all – laying out a path over the next 15 years to end extreme poverty, fight inequality and injustice, and protect our planet. At the heart of "Agenda 2030" are 17 Sustainable Development Goals (SDGs) and 169 related targets that address the most important economic, social, environmental and governance challenges of our time. The SDGs clearly define the world we want – applying to all nations and leaving no one behind. Successful implementation of the SDGs will require all players to champion this agenda; the role of higher education is critical to this.





Getting Started

This section provides foundational information about your organization, including key details and basic institutional data. These elements serve as a starting point for your SIP report, can be copied annually, and typically require minimal updates from year to year.

1. Mission

1.1 CEMS Mission

Subjects

- Ethical Leadership
- Responsible Management Education
- Sustainable Development

Provide supporting context

CEMS is recognised as a unique global community, comprising the world's finest students, schools, alumni, corporate and social partners, delivering the leading international Master's in International Management (MIM) that prepares responsible leaders contributing to a more open, sustainable and inclusive world.

CEMS is a global alliance of academic and corporate institutions dedicated to educating and preparing future generations of international business leaders. The CEMS academic and corporate members work collectively to develop knowledge and provide education that is essential in the multilingual, multicultural and interconnected business world.

2. Vision

2.1 CEMS Vision

Subjects

- Ethical Leadership
- Sustainable Development
- Responsible Management Education

Provide supporting context

A few short years ago there seemed to be a general understanding that an open world, with boundless possibilities for collaboration, innovation, and shared economic expansion, could be pursued for the good of all. That consensus no longer exists.

The pandemic, accelerating climate instability, and social and geopolitical unrest have combined to expose vulnerabilities. Strong group affiliations are intensifying polarization. Ideologies are driving collective thinking away from dialogue, trust, and human connection. The willingness to hear and work with multiple perspectives toward shared interests is becoming less common.

We at the CEMS Global Alliance in Management Education see this moment as a call to articulate certain shared principles and a common vision for the future. CEMS has always valued the strength in difference.

We cultivate leaders who are curious and capable of discernment, who have the mental and emotional strength to confront challenges with humility and integrity, who resolve to learn and understand deeply the complexities of our time. Our learners revel in the diversity of cultures and backgrounds that make up the richness of the CEMS MIM experience. Their shared interactions through exchanges enable them to discover the opportunities and lessons inherent in open engagement with different ideas.

The CEMS community is committed to the idea that the leaders who will be best prepared for the future will be free and unafraid in an uncertain world, will be humane citizens who can engage fully and think independently, and will contribute to a more open, sustainable, and inclusive world.

Education is a lifelong journey that expands human potential. It opens doors and shows people how to use information to influence their choices in life. The objective of each CEMS member school is to cultivate and support broad-minded leaders who are free to ask questions and to interpret information using evidence, logic, and critical reasoning. CEMS thinkers are empowered to make decisions, master new technologies, and lead in a pluralistic world.

This approach makes the most responsible business sense. With this, we hereby reaffirm our commitment to the pursuit of sustainable business solutions that benefit humanity and the planet we all share. These specific efforts will be foremost in our committed, measurable actions going forward.

3. Strategy

3.1 CEMS Strategy

Subjects

- Sustainable Development
- Responsible Management Education
- Ethical Leadership

Provide supporting context

CEMS is built on the foundational question “What do the global leaders of tomorrow need to learn today to be equipped to lead in an uncertain, volatile and changing world?”. In a global business landscape that’s constantly changing, the most valuable skill a person can have is the ability to adapt. CEMS continues to evolve its unique curriculum with a focus on developing a global mindset that’s delivered locally, in collaboration with the top academic institutions from around the world. Coursework is given real-world application through our close alliance with corporate and social partners — creating invaluable connections, collaborations and experiences. It is attuned to the needs of today and the future.

The result is a CEMS graduate that is a more worldly graduate. Equipped with the knowledge, skills, attitudes and connections, — ensuring our constantly changing world changes for the better.

Our CEMS graduate’s competencies center around three key themes:

Our graduates have a clear grasp of the context in which they operate:

- **International business practitioners:** Our graduates draw on their international learning experience and understanding of local history, economic, social, geopolitical, ecological, legal, cultural and institutional factors to develop solutions.

Our graduates draw on data and technology, and use evidence to drive business transformation and innovatively solve problems:

- **Data and business technology advocates:** Our graduates confidently draw on their business technology awareness and analytical skills to contribute to data-informed decisions and communicate these convincingly with the diverse stakeholders within and outside their organization.
- **Business transformation drivers:** Our graduates are able to identify situations requiring change and take stakeholder dynamics into account, to help deliver business transformations and continuous improvements that address contemporary and dynamic organizational contexts.
- **Evidence based innovative problem-solvers:** Our graduates, driven by curiosity, courage and an entrepreneurial spirit, can formulate creative solutions to complex business challenges and assume responsibility for calculated risks.

Our graduates lead their organization with the highest ethical standards and enable individual growth, both personally and in those that they lead and work with:

- **Ethical, responsible and inclusive citizens:** Our graduates are committed to personal integrity, respect for diversity, integrity and inclusion and the need to holistically balance environmental, social and economic values to contribute to a more open, sustainable and inclusive world.

- **Reflective and resilient leaders:** Our graduates are resilient, respectful, accountable, self-aware, empathetic, emotionally intelligent, and open-minded, and continuously develop personally and professionally, in order to positively advance the people and organizations they work with and lead.

4. Strategy Alignment

4.1 CEMS Strategy Alignment with PRME

Subjects

- Ethical Leadership
- Sustainable Development
- Responsible Management Education

Provide supporting context

CEMS's strategic priorities align closely with advancing sustainable development, the common good, and quality education through its global network, responsible leadership focus, and multi-stakeholder collaboration. Below is a breakdown of how CEMS drives impact in these areas:

• Advancing Sustainable Development

Integrating Sustainability into Education: The CEMS MIM curriculum embeds responsible leadership, ethics, and sustainability principles, equipping students with the skills to address global challenges.

Research on Sustainable Business Practices: Faculty across member schools collaborate on sustainability-related research, shaping thought leadership on responsible management.

Corporate & Social Partnerships: By working with businesses and NGOs committed to sustainability, CEMS ensures students engage with real-world sustainability challenges through internships, projects, and consulting experiences.

• Serving the Common Good

Diversity & Inclusion: CEMS fosters an inclusive learning environment, bringing together students from diverse backgrounds to collaborate on global challenges.

Ethical Leadership Development: Programmes emphasise self-leadership, ethical decision-making, and global responsibility, preparing graduates to lead with integrity and social impact.

Global Community Engagement: Initiatives such as the CEMS Social Partners and impact-driven projects empower students to contribute to social and environmental causes.

• Ensuring Quality Education

Collaborative & Experiential Learning: The MIM programme is co-designed by academic, corporate, and social partners, ensuring relevance to evolving global challenges.

Interdisciplinary & Cross-Cultural Exposure: With a global network of top-tier business schools, students benefit from diverse academic perspectives and international mobility opportunities.

Continuous Innovation: CEMS regularly refines its curriculum and teaching methodologies to keep pace with the evolving business and sustainability landscape.

By integrating sustainability, ethical leadership, and academic excellence, CEMS plays a pivotal role in shaping future leaders who drive positive change for society and the planet.

5. Institutional History

5.1 Institutional History

Subjects

- Sustainable Development
- Responsible Management Education
- Ethical Leadership

Provide supporting context

CEMS is now a global alliance of leading business schools, multinational companies and NGOs jointly delivering a pre-experience Master in International Management (CEMS MIM) programme that prepares future generations of responsible leaders.

On 2 December 1988, leaders of four European schools (ESADE, HEC Paris, Università Bocconi and the University of Cologne) assembled in Barcelona to sign a historic agreement. On that day they made official their vision of taking management education to a pan-European level through one single Master in International Management (MIM) programme. Their considered view of creating a European benchmark of excellence was now a reality. There are currently 33 CEMS member schools, 70+ Corporate Partners and 8 Social Partners in the alliance.

6. Graduates

1100

7. Degrees Offered

- Master of Science (M.Sc. or M.S.)

8. Student Attendance at the Institution

1336

9. Student Attendance at the Institution

1336



Purpose

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

10. Define Purpose

CEMS educates the purpose-driven generation, instilling self-leadership and authentic responsibility. Through academic and extracurricular activities, students develop critical thinking and a deep awareness of global challenges. CEMS fosters leadership that is ethical, forward-thinking, and prepared to navigate the complexities of today's interconnected world.



Values

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



11. RME Lead

- Interdisciplinary efforts across business school
- Interdisciplinary efforts across parent organization

12. Define Values

CEMS is a values-driven organisation, empowering students and graduates to explore their curiosity while upholding ethical and social responsibility. With access to a global learning network, they are encouraged to act with integrity, professionalism, and a commitment to making a positive societal impact.

13. Student Awareness

76% - 100%



Teach

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



14. Define Teach

The CEMS MIM curriculum is co-created and continuously refined by faculty, Corporate and Social Partners, students, and alumni. Learning extends beyond theory into practice through experiential projects and themed events, equipping students with real-world problem-solving skills and a global perspective on responsible leadership.

15. Teaching Awards

15.1 CEMS Global Citizenship Seminar of the Year Award 2024

Award Granter

The Quality Subcommittee of the CEMS Academic Committee

Award Grantee

Tanika Chakraborty and Sourav Bhattacharya, Indian Institute of Management Calcutta

Description of Award

Top three performing schools in the student evaluations of the academic year's Global Citizenship Seminar are invited to submit a self-assessment report outlining different aspects of the seminar, including how the UN SDG(s) are incorporated into it and how it encourages students to reflect on their role in society. Nominees' submissions are anonymous and voted on by the CEMS Academic Committee, representing all 33 member schools, to select a winner.

Link

<https://cems.org/cems-mim/programme-description/curriculum>

Provide supporting materials...

CEMS Global Citizenship Seminar of the Year Award 2024

[View document](#)

16. Educator Recognition

- Annual teaching excellence awards
- Course evaluation scores
- Financial incentives
- Pedagogical innovation grants
- Publication or research support
- Student-nominated teaching awards

17. Barriers to Innovative Curriculum

- Implementation challenges across all CEMS member schools due to different country and university policies.

18. Fostering Innovation

A lot

19. Experiential Learning

To a great extent

20. Learning Mindset

To a great extent

21. Method of Teaching and Learning

In person



Research

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

22. Define Research

Research drives academic excellence across CEMS member schools. Faculty engage in collaborative, high-impact research that informs teaching and contributes to global business insights. Students participate in issue-focused international research projects, bridging theory and practice while tackling real-world challenges.

23. 2024 Publications

0

24. 2024 Publications on Sustainable Development and/or RME

0

25. Research Funding

- My institution has not received funding

26. Socializing Research

- Industry and business networks
- International media
- Open-access platforms
- Social media and digital outreach



Partner

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

27. Partners, Accreditation Bodies, Associations, etc.

- AACSB (Association to Advance Collegiate Schools of Business)
- AMBA (Association of MBAs)
- CEMS (The Global Alliance in Management Education)
- EFMD (European Foundation for Management Development)
- Local institutions and associations
- Quacquarelli Symonds (QS)

28. Define Partner

CEMS bridges academia and industry through strong partnerships with universities, corporations, and NGOs. This collaboration creates a dynamic ecosystem where knowledge, expertise, and best practices are exchanged, equipping students with the skills and mindset needed for responsible and impactful leadership in global business and society.

29. Student Partners

- CEMS Clubs - To a great extent
- CEMS Student Board - To a great extent

30. Partner Voices

30.1 Partner Voices

Subjects

- Sustainable Development
- Responsible Management Education
- Ethical Leadership

Provide supporting context

The CEMS Philippe Louvet Innovation Grant aims to encourage innovation within the CEMS Global Alliance, which will bring value to the community and its stakeholders. Last year, the CEMS Philippe Louvet Innovation Grant was awarded to an excellent team of student, alumni and faculty member of HSG for their innovative project titled "Bridging the Humanitarian World to the International Management Context"

The CEMS Philippe Louvet Grant 2024 sponsored by L'Oréal, was awarded to Kay von Mérey (CEMS Alumni HSG/RSM, President of the Circle of Young Humanitarians) and Lea Vetsch (CEMS Student HSG/ESADE, Member of the Circle of Young Humanitarians), alongside the CEMS HSG team—Andreas Wittmer, Sybille Gmünder, Jacqueline Meier, and Marion Schönenberger—for the idea of the CEMS course Bridging the Humanitarian World to the International Management Context. With the support of the grant, humanitarian principles are being integrated into the future of business leadership.

The project responds to an increasingly complex global landscape, where conflicts, crises, and humanitarian challenges can leave many feeling powerless. The two CEMS students, as active members of the Circle of Young Humanitarians, drew inspiration from their involvement to develop this course. The CYH, co-founded by Kay von Mérey and the only youth-led initiative supported by the International Committee of the Red Cross (ICRC), seeks to counteract this sense of helplessness by fostering agency, responsibility, and global awareness among the next generation.

With the creation of the course “Bridging the Humanitarian World to the International Management Context”, this project aims to equip CEMS students with the knowledge, mindset, and tools needed to integrate humanitarian values into global business environments. Following the CYH Theory of Change, the course takes students on a transformative journey—from awareness and understanding to trust and self-agency—preparing them to lead with empathy, ethical responsibility, and systemic impact.

In today’s interconnected world, businesses often find themselves operating in or connected to regions affected by conflict, political instability, or humanitarian crises. International Humanitarian Law (IHL), which regulates conduct during armed conflicts, plays a crucial role in these contexts. Companies need to understand how their operations can be directly or indirectly affected by IHL, as well as the legal and ethical responsibilities that come with it.

This course helps future business leaders:

- Recognize the impact of IHL on global operations: When operating in conflict zones, companies must ensure compliance with international laws, whether managing supply chains, investments, or partnerships.
- Understand corporate responsibility in conflict areas: From due diligence to human rights obligations, managers will learn how to navigate complex ethical dilemmas where business intersects with humanitarian crises.
- Develop risk management strategies: Integrating IHL considerations into corporate governance helps mitigate legal, reputational, and operational risks in volatile environments.
- Ensure ethical leadership: Businesses can play a proactive role in upholding humanitarian values, even when profit-driven pressures dominate. This course empowers students to lead with integrity in challenging situations.

The CEMS Philippe Louvet Grant gives us the chance to bring humanitarian principles into the heart of international management education. It’s not just about teaching business skills—it’s about equipping future leaders to make decisions with humanity, responsibility, and purpose. As the founder and president of the Circle of Young Humanitarians, I’m excited to contribute to this journey and see how our collaboration can inspire responsible leadership in global business

Kay von Mérey, CEMS Alumni, HSG/RSM, Founder and President of the Circle of Young Humanitarians

By offering CEMS students the tools to understand and engage with humanitarian challenges, the initiative helps prepare responsible leaders who contribute to a more open, sustainable, and inclusive world.

The long-term vision of this initiative is to embed humanitarian dialogue across all CEMS schools, shaping the CEMS curriculum for future generations. By piloting the course at the University of St. Gallen (HSG), the team aims to gain valuable insights for expansion to CEMS schools overseas.

The Humanitarian Challenge, as an integral component of the course, provides CEMS students with direct, hands-on experience in the humanitarian world. Students will work on real-world projects, simulating scenarios where they must apply IHL principles to business decisions—whether addressing supply chain issues in conflict zones, managing corporate responsibility in humanitarian crises, or navigating ethical dilemmas in global operations.

The team envisions a CEMS network where the leaders of tomorrow embrace humane values in every business sector, across every country, and in every decision they make. By pioneering this course, the project not only reinforces the CEMS spirit of global citizenship, collaboration, and responsible leadership, but also ensures that CEMS students are equipped to drive change in an increasingly complex world.

This initiative marks a significant step toward a future where humanitarian values are not just complementary to international management but an essential part of how global leaders shape the world for the better.

It is one of the main goals of CEMS to train students about how they can deliver value to the society in an inclusive way during their careers in the corporate world. As global citizens they should take responsibility. The course Humanitarian Principles in the Corporate Context focuses exactly on this core goal of the CEMS Programme.

Andreas Wittmer, CEMS Academic Director, University of St. Gallen



Practice

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

31. Define Practice

CEMS upholds responsible management by embedding ethical, sustainable, and inclusive principles in governance, education, and operations. By leading with integrity, our global network ensures students and partners embrace accountability and sustainability, shaping future leaders who drive positive change in business and society.

32. RME Practices

- Curriculum guidelines
- Ethical data sourcing guides
- Ethical leadership or good governance policies
- Student equity, diversity, inclusion
- Travel guides

33. Practice Awards

33.1 CEMS Alumni of the Year Awards 2024

Award Granter

CEMS Global Alliance

Award Grantee

CEMS Junior Alumni of the Year - Leonardo Lotto; CEMS Mid-Career Alumni of the Year - Marieke Geurts; CEMS Senior Alumni of the Year - Hae-Su Kwon

Description of Award

In the 30+ year strong history of CEMS, we have had many great people pass through the portals of our alliance. CEMS continues to be strong thanks to the successes of our alumni spread all across the world and we greatly value our solid network of alumni along with the contributions they have made towards global causes. The CEMS Alumni Awards are presented annually to outstanding alumni in recognition of excellent contributions to promote one or many of the CEMS values based on the 5 important parameters below: 1. Global Citizenship 2. Cultural Diversity 3. Professional Responsibility 4. Professional Accountability 5. Impact on society as a whole NB: Nominations can be contributed by the following CEMS Community members: students, alumni, academic representative (i.e. Programme Manager, Corporate Relations Manager, Academic Director, Corporate Partner, CEMS Global Office etc.).

Link

<https://www.cems.org/students-alumni/alumni-network/alumni-of-the-year-awards/current-alumni-year-recipients>

33.2 CEMS School of the Year Award 2024

Award Granter

The Quality Subcommittee of the CEMS Academic Committee

Award Grantee

Prague University of Economics and Business

Description of Award

Top three performing schools across all areas evaluated by student satisfaction surveys are invited to submit a self-assessment report outlining, among other things, the school's commitment to CEMS' values and best practices to share. Nominees' submissions are anonymous and voted on by the CEMS Academic Committee, representing all 33 member schools, to select a winner.

Link

<https://cems.org/about-cems/vision-and-mission>

Provide supporting materials...

CEMS School of the Year Award 2024

[View document](#) 

33.3 CEMS Club Awards 2024**Award Granter**

CEMS Student Board

Award Grantee

Prague University of Economics and Business

Description of Award

The CEMS Club Awards rewards various clubs for their achievements in the semester in different categories. The top 3 CEMS Clubs are celebrated during the CEMS Club Conference organized bi-annually. Students vote via their CEMS Student Portal, where they vote the CEMS Club of the school attended (either your home school or host school). The CEMS Club Awards not only give the CEMS Clubs more visibility but also them to share best practices within the community. It allows CEMS Clubs to learn from each other and brings inspiration for the next generation of CEMSies.

Link

<https://cems.org/news-events/news/cems-club-conference-vienna-spring-semester-2024>

34. Practice Voices**34.1 Practice Voices****Subjects**

- Sustainable Development
- Responsible Management Education
- Ethical Leadership

Provide supporting context

CEMS being practical in terms of working on projects with businesses with people from different countries has definitely shaped my approach to becoming a remote startup founder.

Madeleine Bjørnstad Røed, CEMS Alumni, Class Year 2011/2012, NHH/LSM

[Read more about it here.](#)

CEMS has been a wonderful part of my career so far in that it has brought me and taught me a lot about people. The most valuable thing about CEMS is without a doubt the friendships I made in my time studying. I am constantly blown away by their achievements: whether it is my friend Clara Villain, who just moved to Casablanca from Nairobi to share her knowledge and experience in energy access on the African continent; or my friend Laura di Santolo who is the co-founder and Managing Director of Forward Incubator, an organization that works with refugees in the Netherlands to incubate and grow their business ideas; or my friend Shin Szedlak who recently returned to Switzerland after a tour in Lebanon as a UN Peacekeeper. The caliber of students I've had the honor of meeting and studying with is truly incredible. Beyond that, studying with and learning about different cultures and contexts has been incredibly helpful, especially as we live in a world where tech knows no borders. So for me, the ability to context switch according to culture has been a huge advantage in my career.

Nina Mohanty, CEMS Alumni, Class Year 2016/2017, LSE/WU

[Read more about it here.](#)



Share

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



35. Define Share

CEMS fosters transparency and collective learning by sharing successes and challenges in responsible management. Through open dialogue, research, and collaboration, we exchange best practices, empowering students, faculty, and partners to advance ethical leadership, sustainability, and social responsibility in a rapidly evolving global landscape.

36. Transparent Engagement

- Feedback mechanisms (e.g., surveys, suggestion boxes)
- Student and staff volunteer programs
- Open faculty and student meetings and town halls
- Sustainability-focused research and collaboration Opportunities
- Boards and advisory committees
- Partnerships with local organizations
- Annual reports
- Public events and panel discussions
- Community events and consultation forums
- Publicly accessible sustainability data and dashboards

37. Audiences

- Faculty and staff
- Media and public relations channels
- Alumni and donors
- Non-governmental organizations (NGOs)
- Boards and advisory committees
- Prospective and current students
- Business and industry partners

SIGNATORY

CEMS



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