

PRiME

*an initiative of the
United Nations Global Compact*

Sharing Information on Progress 2026

CEMS The Global Alliance in
Management Education

September 2026

Table of Contents

1. About PRME	3
2. About SDGs	5
3. Getting Started	6
4. Purpose	14
5. Values	17
6. Teach	21
7. Research	25
8. Partner	28
9. Practice	36
10. Share	41

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

”

Principles of PRME



Purpose

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



Values

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



Teach

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



Research

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



Partner

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



Practice

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



Share

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

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 CEMS The Global Alliance in Management Education, including key details and basic institutional data.

Mission



CEMS is a global alliance of [academic](#) and [corporate institutions](#) dedicated to educating and preparing future generations of international business leaders.

33 leading business schools and over 70 companies and NGOs work collectively to develop knowledge and provide education that is essential in the multilingual, multicultural and interconnected business world. They jointly build and deliver the CEMS Master's in International Management. One shared curriculum. One joint programme. Across six continents. Something that no one else does at this scale.

Every year, 1200+ students study at two or more universities across borders, work on challenges set by Corporate and Social Partners, and join a community that stays with them long after graduation. 22,800+ alumni still call themselves CEMSies and still mean it.

Vision

OUR VISION

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.

OUR STATEMENT

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.

Strategy

CEMS Strategy

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 who is a more worldly graduate. Equipped with the knowledge, skills, attitudes and connections – ensuring our constantly changing world changes for the better.



Our [CEMS graduates’ 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.

Strategy Alignment

CEMS Strategy Alignment with PRME

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.

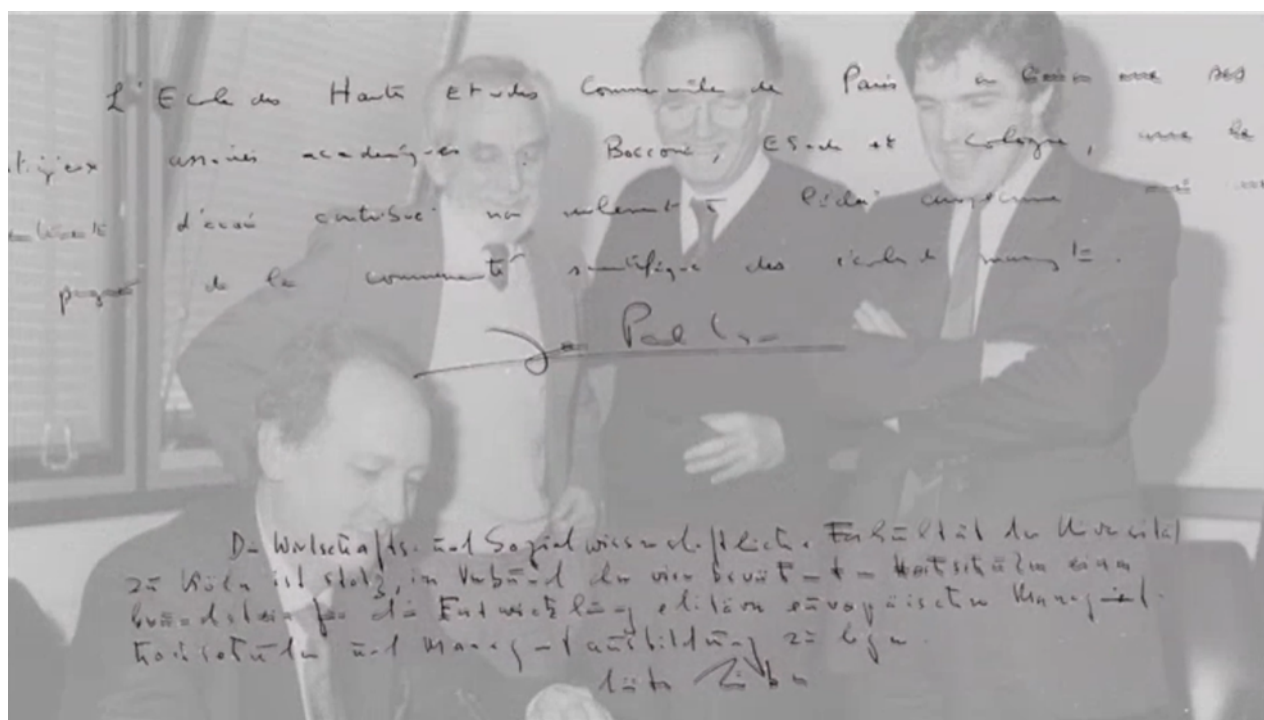
Interdisciplinary & Cross-Cultural Exposure: With a global network of top-tier business schools, students benefit from diverse academic perspectives and international mobility opportunities.

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.

Institutional History

Institutional History



Founded more than 37 years ago on the belief that the world needs responsible and global leaders, CEMS has always been a bridge: between academia and industry, between cultures, and between knowledge and values.

Founded on [2 December 1988](#) by four leading European business schools—Esade, HEC Paris, Università Bocconi and the University of Cologne—together with a small group of Corporate Partners, CEMS was created to establish a new benchmark in international management education.

At a time when the Berlin Wall still stood and international study opportunities were far less common, the Alliance pioneered a shared Master's programme that enabled students to study across institutions and countries. The curriculum was harmonised into a one-year programme in 2002.

What began as a European initiative has since evolved into a truly global alliance: member schools from all over the world joined from 2008 onwards, and since 2018 CEMS has been represented on six continents. Today, while remaining true to its founding ambition of preparing internationally minded leaders, CEMS continues to evolve its mission to meet the challenges of an increasingly interconnected, complex and rapidly changing world.

There are currently 33 CEMS member schools, 70+ Corporate Partners and 8 Social Partners in the alliance.

Graduates & Enrollment

2025 Statistics	Number
Graduates	1198
Masters-Level Postgraduate Attendance	1271

Degrees Offered

Masters Programs

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

Masters Degree Programmes

 CEMS Master in International Management (MIM) Programme



Purpose

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

Letter of Commitment



As a global alliance, CEMS remains dedicated to shaping the future of responsible leadership, ensuring that our graduates are equipped to navigate today's complex and uncertain world with integrity, agility, and purpose. In a post-pandemic era marked by economic shifts, geopolitical tensions, and rapid digital transformation, our commitment to sustainability, diversity, and inclusive leadership is stronger than ever.

The CEMS MIM Programme continues to evolve, developing future leaders who are not only internationally minded but also deeply rooted in ethical responsibility. Our new graduate profile reflects these priorities—CEMS graduates are equipped with the skills to lead across cultures, drive sustainable innovation, and make meaningful contributions to society. Through enhanced curriculum developments, experiential learning, and thought leadership, we empower students to tackle the world's most pressing challenges, from climate action and social equity to digital ethics and responsible governance.

Since 2010, CEMS has been a committed PRME signatory, and we fully embrace the seven updated PRME principles as a foundation for how we teach, research, and engage with our global network. Our deep collaboration between academia, business, and civil society ensures that we remain at the forefront of responsible management education, bridging theory and practice to drive real-world impact.

Diversity and inclusion have also become central to our mission. Across our alliance, we are launching new initiatives that promote equitable access to education, intercultural understanding, and leadership opportunities for underrepresented voices. As business and society evolve, we recognise the importance of rethinking leadership, ensuring that it is not only competent but also compassionate and accountable.

As we look ahead, CEMS continues to set the agenda for the future of global business education—one that is sustainable, socially responsible, and deeply interconnected. Our core values—integrity, humility, cultural diversity, respect, and empathy—remain at the heart of all we do.

I am pleased to endorse this report, which showcases our ongoing progress in advancing responsible management education and our unwavering commitment to building a better, more sustainable world.

Professor Lars Strannegård
CEMS Chair
President of the Stockholm School of Economics

Definition of 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.

Continue telling your story

The CEMS Statement_continued

View document  Download document 



Values

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



How We 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.

Who Champions Responsible Management Education at Our Institution

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

Student Voices

The following narrative demonstrates how CEMS The Global Alliance in Management Education has influenced students' academic journey and personal growth.

Student Voices

"During my CEMS Master in International Management, I did my term abroad at HKUST in Hong Kong. I didn't expect how much CEMS would broaden my perspective. There, I took a Climate Change in Business course focused on the Asia-Pacific region. It turned out that Asia is leading in ways I had no idea about."

Arina Samotaeva, CEMS Student Class Year 2025/2026 USYD/ HKUST

"CEMS is all about international management and cooperation. The UNFCCC course translates that onto a governmental, multilateral policy level. It's a great playground to try out different negotiation styles (...) This gives participants the freedom to experiment with different negotiation tactics and evaluate their effectiveness in practice. Furthermore, the role-play broadened my understanding of countries I had previously had little exposure to, particularly their unique circumstances, motivations, and capabilities in the context of climate change mitigation and adaptation."

Chiara Keetz, CEMS Student Class Year 2025/2026 WU/ CUB

Student Awareness

76% - 100%

of students at CEMS The Global Alliance in Management Education are aware that we are a PRME Signatory Member.

Student Engagement

76% - 100% of students at CEMS The Global Alliance in Management Education actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.

Values Voices

Values Voices

The values we share, such as ethical leadership, global citizenship, inclusion, and responsible management, are at the heart of CEMS. They are not only terms we share in the classroom or put in our mission statement. They shape the way we engage across our schools, corporate and social partners, student and alumni communities, as well as all CEMS governance levels. These values are visible in the way our students push themselves to understand different perspectives and challenge easy answers, in how our faculty and partners encourage open dialogue on difficult issues, and in how we as a community hold each other accountable to act with integrity. They are also reflected in the way we, as educators, partners, and stakeholders work together, with openness, respect, and a shared sense of purpose. For me, what makes CEMS unique is that we try every day, imperfectly but committedly, to live these values and not simply speak about them. And as we face the uncertainties of the future, I believe this shared commitment will remain our greatest strength.

Christine Côté, Chair of the CEMS Academic Committee, Programme Director - Executive Global Masters in Management Department of Management London School of Economics and Political Science

Celebrating Values

The following demonstrates a way in which our institution celebrates values in various specializations.

Celebrating Values

"Some problems we can solve. Others we can't. But if we can learn something from them either way, we come out on top. That's why I persuaded all the companies I've worked for to join CEMS. It's a great place to find new ways of turning problems into opportunities."

Audrey Clegg - CEMS Corporate Partner Chair
Chief Talent Officer, Sanofi
Formerly at ABB and Coca-Cola HBC

Continue telling your story





Teach

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



How We 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.

Teaching Awards

In 2025, 2 awards were given to faculty and educators at CEMS The Global Alliance in Management Education.

CEMS Global Citizenship Seminar of the Year Award 2025

Granter: The Quality Subcommittee of the CEMS Academic Committee

Grantee: Urs Müller, Bocconi University

Award Description:

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. Nominees demonstrate:

- Integration of SDGs – embedding sustainability and global responsibility into the seminar design.
- Active citizenship – encouraging students to rethink their contribution to society and the world.
- Distinctive design & delivery – innovative modes of teaching that leave a lasting impact.
- Sharing best practices – lessons that can inspire the wider CEMS community, especially Academic Directors.

CEMS Sustainability & Social Responsibility Award 2025

Granter: The Quality Subcommittee of the CEMS Academic Committee

Grantee: Jiri Hnilica, Dean and CEMS Executive Councillor at the Prague University of Economics and Business & Darren Meister, CEMS Executive Councillor at Ivey Business School

Award Description:

Launched in 2025, this new award reflects CEMS' growing commitment to advancing sustainable business solutions that benefit both humanity and our shared planet.

In line with the UN Principles for Responsible Management Education (PRME) and the CEMS Graduate

Profile, the award celebrates schools that go beyond baseline expectations and demonstrate how sustainability and social responsibility are deeply integrated into their CEMS MIM programme.

It aims to highlight best practices, encourage knowledge exchange among member schools, and inspire our community to further embed responsible management into education.

Educator Recognition

At CEMS The Global Alliance in Management Education, we recognize educators for quality of teaching in the following ways:

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

Teaching Voices

The following statement demonstrates ways in which educators at CEMS The Global Alliance in Management Education support sustainability and responsible management in their classrooms.

Teaching Voices



Tomorrow's business leaders should be educated on the key elements of climate change – the science, the evolving policy, and role of business. They can become an essential part of the solution, but only if equipped with a sound understanding of the challenges at hand and the processes by which new policies are constructed. The Climate Change Policy course and its Model UNFCCC form an innovative educational approach to closing this knowledge gap, by providing students with an insight into the issue

of climate change, climate policy and global climate governance in a hands-on, experiential way. During the course, students take on the role of countries (parties to the UNFCCC) and attempt to negotiate the next international climate treaty, dealing with a wide range of interests and constraints, building coalitions and crafting compromises. The aim is to level the knowledge of all students before the final climate change negotiation simulation. During the semester, lectures and seminars prepare students for this task by discussing the causes and impacts of climate change, technological solutions, policy instruments (Module 1) and business responses (Module 2), and giving an understanding of the process and current issues at stake at the UNFCCC. Guest lecturers are invited: climate negotiators and business experts. Module 3 prepares students for the role-play by a negotiation skills training. Students gain insights in negotiation theory and acquire skills of looking beyond positions to the underlying interest of a party. Students prepare a background presentation and a position paper of the country they represent at the roleplay, on four agenda items: 1. Mitigation and Compliance, 2. Market & non-market mechanisms, 3. Adaptation and Resourcing, 4. Cross-border issues. The course concludes with a two-day, intensive negotiation simulation (Module 4), conducted in person, with the participation of ~150 students from several European CEMS partner schools where the same course is offered. The aim is to create agreement on the agenda items, by simulating a real global climate summit.

Prof. Dr. Zsóka Ágnes, Head of the CEMS Business and Environment Faculty Group, Vice-rector for Academic Development, Corvinus University of Budapest

Barriers to Innovative Curriculum

In 2025, CEMS The Global Alliance in Management Education identified the following barrier to innovating, updating, or taking risks in existing curriculum:

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



Research

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

How We 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.

Research vs Research for RME/Sustainable Development

0 Peer-reviewed articles were published by CEMS The Global Alliance in Management Education from this past calendar year.	vs	0 Peer-reviewed articles were published by CEMS The Global Alliance in Management Education from this past calendar year in support of RME.
--	-----------	--

Research Funding

In 2025, CEMS The Global Alliance in Management Education was awarded funding for research that is:



No funding

Socializing Research

In 2025, CEMS The Global Alliance in Management Education contributed research findings to:

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

Research Voices

The following statement demonstrates a way in which researchers at CEMS The Global Alliance in Management Education bring sustainability and responsible management into their research.

CEMS Thought Leadership

At CEMS, we recognize the pressing need for a paradigm shift towards sustainable business models. Our theme, "Mindset shifting towards sustainable business models," serves as a compass guiding our exploration into the realms of collaborative transformation. Through this initiative we aim to leverage the collective wisdom of our alliance schools, fostering collaboration and maximizing our impact. In this editorial, we introduce two compelling sub-themes encapsulating our commitment to fostering leaders who embrace sustainability and inclusivity as core values. The choice of the "[Student Mindset Shifting](#)" and "[Environmental Sustainability](#)" sub-themes for the CEMS thought leadership initiative is deeply rooted in our commitment to nurturing transformative leadership in alignment with CEMS values.



Partner

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

How We 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.

Institutional Partnerships

- ❖ 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)
- ❖ Financial Times
- ❖ Local institutions and associations
- ❖ Quacquarelli Symonds (QS)
- ❖ United Nations organs other than the UN Global Compact

Student Organization Partnerships

- ❖ CEMS Student Board
- ❖ CEMS Clubs

Partnerships

The following provides more details on 1 key partnership at CEMS The Global Alliance in Management Education.

CEMS Student Board



Within the CEMS Global Alliance, the [Student Board](#) serves as a vital channel for the voices and aspirations of CEMS students. Composed of a dedicated representative from each of the 33-member schools, this board functions as a powerful advocate, project manager, and facilitator, all with the singular objective of enriching the CEMS experience for every student. As the CEMS alliance continues to evolve, the Student Board remains poised to ensure that the student voice remains at the forefront, shaping a future where every CEMS student thrives.

The Student Board has been created to enhance the CEMS experience for the students by: 1) Gathering students' opinions about CEMS and the CEMS MIM and bringing recommendations to improve the CEMS MIM and CEMS community life, 2) Implementing and managing global projects which have a direct impact on CEMS students' experience, including projects aimed at fostering and developing social awareness and ethical conscience, 3) Providing support and a platform for communication to the CEMS Clubs to help them achieve their goals. In carrying out the above in an ethical and socially responsible way, the Student Board acts as the official voice of CEMS students, representing their interests before the Academic, Corporate and Administrative stakeholders of the CEMS Alliance.

Parallel to that, each CEMS School has a local [CEMS Club](#) that fosters the community spirit among students, alumni, and CPs and complements the academic experience of CEMS MIM students with a variety of social activities.

Every year, student clubs work on a rotating basis to offer an event to their fellow students and corporate partners in their region that focuses on a particular business topic and includes company presentations, case studies, skill seminars, networking and in some cases, company interviews. It's a great occasion for students to network and broaden their understanding of business topics of concern to a particular region within the CEMS alliance and for corporate partners to meet local CEMS students.

CEMS graduates continue to enjoy the international and multicultural experience that they will have experienced as CEMS students thanks to the efforts of the [Alumni Network](#). Founded in 1993, the network is a crucial pillar of the CEMS Community. It offers many opportunities to share ideas and knowledge through the organisation of professional events in the form of panel discussions, workshops, conferences and seminars.

Organised on a multi-country basis, the Alumni Network is led by an alumni advisory committee and is present around the globe through Local Chapters (LCs) driven by active CEMS Alumni. Today there are 30+ LCs worldwide, across 5 continents.

Over +22,850+ ambassadors of the CEMS Global Alliance working together across the world to promote the CEMS mission: global citizenship, cultural diversity, professional responsibility & accountability and positive impact on society as a whole.

Alumni of the CEMS MIM represent 108 nationalities, speaking 60+ languages and working in over 75+ countries as corporate leaders and entrepreneurs in a range of industries like consulting, consumer goods, technology, finance, healthcare and much more.

Continue telling your story

CEMS Outstanding Contribution Award



Since 2019, the biennial CEMS Outstanding Contribution Award has celebrated individuals, teams, schools, and corporate or social partners whose work has made a substantial and lasting impact

beyond a single institution, strengthening the CEMS alliance as a whole.

The four nominees in 2025 - Jan I. Haaland, René Olie, Marie-Thérèse Claes and Rafael Sardá - reflected the breadth of commitment across the CEMS academic community, from academic excellence and alliance-building to diversity, leadership and sustainable change.

The Award was jointly presented to Jan I. Haaland, former Rector and Professor at NHH Norwegian School of Economics, and René Olie, Professor at Rotterdam School of Management, Erasmus University.

Over two decades, Jan played an important role in CEMS' global expansion, the development of its mission and the evolution of its governance. René dedicated nineteen years to strengthening academic quality, developing the curriculum, supporting new schools and academic directors, and promoting peer learning across the alliance. He also helped build CEMS' longstanding partnership with the European Space Agency.

Together, their careers illustrate how sustained personal commitment, shared expertise and collaboration can shape the long-term success and impact of a global alliance.



Practice

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

How We 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.

Institutional Policies and Practices

- ❖ Curriculum guidelines
- ❖ Ethical data sourcing guides
- ❖ Ethical leadership or good governance policies
- ❖ Local staff/student/faculty transportation
- ❖ Open-access guides
- ❖ Student equity, diversity, inclusion
- ❖ Travel guides

Practice Awards

In 2025, CEMS The Global Alliance in Management Education received 4 awards for responsible and/or sustainable practices.

CEMS Alumni of the Year Awards 2025

Granter: CEMS Global Alliance

Grantee: CEMS Junior Alumni of the Year - Piotr Bator; CEMS Mid-Career Alumni of the Year - Piotr & Malgorzata Kosla; CEMS Senior Alumni of the Year - Maria Sangder

Award Description:

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

CEMS School of the Year Award 2025

Granter: The Quality Subcommittee of the CEMS Academic Committee

Grantee: Prague University of Economics and Business

Award Description:

Honouring a member school that exemplifies the CEMS spirit through teaching, innovation, collaboration, and student support.

Introduced in 2009, the School of the Year Award celebrates the member school that has demonstrated exceptional performance in delivering the CEMS Master in International Management (MIM).

The award recognises not only the quality of teaching, but also the school's commitment to the CEMS values of global responsibility, sustainability, diversity, inclusion, and ethics. It highlights schools that go beyond expectations to enrich the student experience, engage with alumni and corporate partners, and contribute to the strength of the alliance as a whole.

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.

CEMS Club Awards 2025

Granter: CEMS Student Board

Grantee: CEMS Club Rotterdam

Award Description:

CEMS Clubs are at the heart of the student experience. They organise events, foster community, and bring the CEMS spirit to life on every campus. The CEMS Club Awards recognise the achievements of local clubs each semester, highlighting initiatives that connect students, alumni, corporate partners, and the wider community.

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 their home or host schools).

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.

CEMS Sustainability & Social Responsibility Award 2025

Granter: The Quality Subcommittee of the CEMS Academic Committee

Grantee: Jiri Hnilica, Dean and CEMS Executive Councillor at the Prague University of Economics and Business & Darren Meister, CEMS Executive Councillor at Ivey Business School

Award Description:

Launched in 2025, this new award reflects CEMS' growing commitment to advancing sustainable business solutions that benefit both humanity and our shared planet.

In line with the UN Principles for Responsible Management Education (PRME) and the CEMS Graduate Profile, the award celebrates schools that go beyond baseline expectations and demonstrate how sustainability and social responsibility are deeply integrated into their CEMS MIM programme.

It aims to highlight best practices, encourage knowledge exchange among member schools, and inspire our community to further embed responsible management into education.

Practice Voices

The following statement from stakeholders at CEMS The Global Alliance in Management Education demonstrates our commitment to sustainable and responsible practices.

Practice Voices

"CEMS has been a hugely important part of my career. One of the things that immediately drew me to the programme was what it stands for: its values and its commitment to global citizenship. That really resonated with me. While exploring the programme, I discovered one of CEMS Social Partners, the United Nations Alliance of Civilizations. I had never heard of it before. I connected with people through the CEMS network, and eventually secured an internship at the UN in New York. Today, I teach a class about the United Nations, and my goal is to get people excited about it."

Dr. Stefan Tschauko

CEMS Alumnus, class 2013/2014 - WU/Koç University

Adjunct Assistant Professor @Columbia University, Instructor@ Harvard, Sciences Po



Share

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



How We 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.

Engagement Opportunities

CEMS The Global Alliance in Management Education offers transparent engagement opportunities for members of our institution and community to contribute to our sustainability and responsibility efforts in the following ways:

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

Communication Audiences

CEMS The Global Alliance in Management Education communicates its policies and progress on sustainable development and responsibility with:

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

SIGNATORY

CEMS The Global Alliance in Management Education



Address

CEMS Global Office, 1 rue de la Liberation, Jouy en Josas, 78350
France



Website

<https://www.cems.org/>