

PRiME

*an initiative of the
United Nations Global Compact*

Sharing Information on Progress 2026

Groupe ESC Clermont

August 2026

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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

”

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 Groupe ESC Clermont, including key details and basic institutional data.

Strategy Alignment

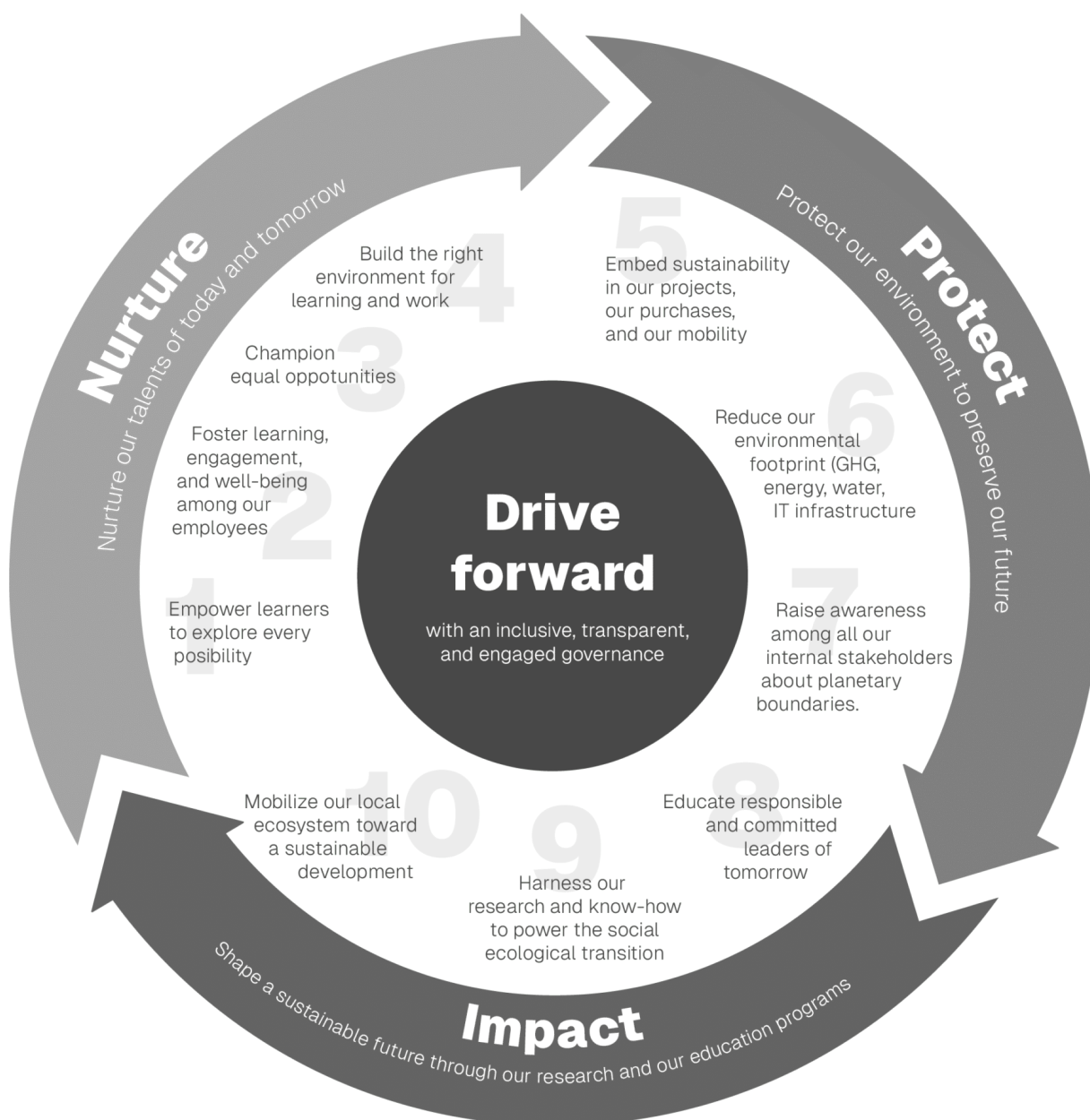
Socio-Ecological Transition strategic objectives

An Impactful School

At Clermont School of Business, we are convinced that higher education has a decisive role to play in building a fairer, more sustainable, and more inclusive future.



Our mission goes beyond the transmission of knowledge: **we prepare the leaders of tomorrow to face the social, environmental, and economic challenges of the 21st century.** To achieve this, we have structured our CSR strategy around 4 major pillars and 10 concrete commitments, aligned with the United Nations Sustainable Development Goals (SDGs) and embedded in the DNA of our School.



A Key Step Forward in Sustainable Development

In december 2025, Clermont School of Business was awarded the [DD&RS Label*](#), a national recognition of the School's structured commitment to sustainable development and social responsibility. [This accreditation](#) crowns several years of collective effort to embed environmental, social and societal challenges into the School's overall operations – from governance and teaching to research and student life.

**DD&RS stands for Sustainable Developpement & Corporate Social Responsibility (SD&CSR)*



CAPITALIZING ON LOCAL STRENGTHS



BSIS Impact Study

The results of the BSIS impact study (2022) highlight the significant role the School plays in its ecosystem, with a marked increase in its economic contribution. The study revealed that the School impacts its region by €167 million annually.

[More](#)



Strong Connections with Regional Businesses

As a committed actor supporting the development of regional businesses, Clermont School of Business mobilizes knowledge and energy around educational, ecological, societal, and economic challenges.



Supporting Local Initiatives and Entrepreneurs

Through its Foundation, the School supports local initiatives for environmental and societal transformation, and aids entrepreneurial growth in the region.



Opening of New Campuses

The School exports its expertise internationally, focusing on leveraging local strengths (cities or countries) while fostering the development of territorial skills.

Building a Better World

Clermont School of Business is committed daily to sustainable development and social responsibility. The School is a member of CEC Massif Central, contributing to a roadmap that designs a regenerative economy alongside territorial organizations.

The School has also joined the Collective for the Integration of Social Responsibility and Sustainable Development in Higher Education (CIRSES), a preliminary step toward applying for the DD&RS label, with the application currently underway. Since April 2023, the School has been an active member of Plate-forme21, a group of private and public stakeholders in the region, working collectively on sustainable development initiatives.

Discover the Stakeholders



Developing Research on Sustainable Management

Research at Clermont School of Business is **resolutely focused on sustainable management**, the main theme of the CleRMA laboratory, with the ambition of having a tangible and concrete impact on society and organizations. This approach is at the heart of the School's identity, which values **work that combines theoretical knowledge with practical applications** to address contemporary challenges. A significant proportion of our researchers dedicate their work to sustainable development in its broad sense, approached from various angles: green finance, diversity and inclusion, business ethics, managerial innovation, etc. This research allows us to offer courses at the highest scientific level, incorporating insights from the most recent knowledge.

The research is active, taking the form of thematic events, such as the organization of conferences (for example, the "Anthropocene and Organization" Conference brought together more than 50 researchers at the School in June 2024). Additionally, the dissemination of knowledge produced by the School's faculty **extends beyond academic circles**, also addressing businesses and/or the general public through the production of research reports.

The School's six areas of expertise are also centered around the core theme of sustainable management. These areas represent Clermont School of Business's commitment to training leaders capable of addressing current environmental, social, and economic challenges.



[More](#)

Infusing Corporate Social Responsibility (CSR) into All Programs

Clermont School of Business systematically incorporates CSR into all its academic programs (about 20% of the total course hours). This initiative aims to train conscious and engaged professionals, ready to tackle the challenges of tomorrow. All of the School's programs include climate and diversity workshops to raise students' awareness of environmental and societal issues from the moment they enter the School. These collaborative workshops provide a playful and educational understanding of climate change and diversity challenges. Throughout their studies at Clermont School of Business, students receive 100 hours dedicated to CSR in the bachelor's program and 30 hours in the Grande École Program.

Mobilizing to Make Higher Education Accessible

To make higher education accessible, **the Fondation Clermont School of Business plans to provide €200,000 in scholarships to modest students by 2027**. Currently, nearly €150,000 in scholarships are distributed annually at the end of the first semester. Additionally, the School, through its Foundation, awards three scholarships annually to high-level athletes on the ministerial list, five international mobility scholarships to Grande École students for stays at campuses in Beijing or Marrakech, and an emergency aid fund.

Clermont School of Business is also one of the few schools that offers scholarships even to students receiving CROUS aid, particularly for the reduction of tuition fees. Finally, as part of the REVEAL strategic plan, the School will launch a "Equal Opportunities" Pépite program in 2025, offering tuition-free education to six students. This program will provide these six students with the **opportunity to explore new study and career perspectives** while receiving personalized support.

In a remarkable commitment to social inclusion and equal opportunities, Clermont School of Business has announced a key initiative for the 2025 academic year: **full tuition fee exemption for scholarship students enrolling in the first year of the Grande École Program**.



[French version](#)

Relocating Programs to Promote Equal Opportunities

Starting in September 2025, Clermont School of Business and the Campus Connecté in Nevers will offer around ten students with a two-year degree (Bac +2) the opportunity to enroll in the Bachelor's apprenticeship program with a specialization in "Business Developer" directly from Nevers. Without leaving their region, students will be able to pursue this program while joining a local company that will cover their tuition fees. This is a unique chance to join one of France's top 10/11 Management Schools and earn a prestigious Bac +3 degree, recognized as equivalent to a license!

This partnership is more than just a training opportunity—it represents social innovation, bringing an elite program to young people often far removed from major university cities.

Measuring and Analyzing Greenhouse Gas Emissions

The School has chosen to conduct a carbon footprint assessment for the academic year 2022-2023. Using a rigorous methodology, this comprehensive assessment has accurately identified the main sources of emissions and **defined targeted actions to maximize the impact of short-term emission reductions**.

This assessment has also helped raise awareness among all members of the School, including students, academic and administrative staff, about the importance of their impact on the planet.

See also : [Carbon Footprint \(FR\) 2022-2023](#)

[Carbon Footprint \(FR\)](#)

A More Pleasant and Environmentally Respectful Campus

Since 2018, a series of major investments has been made to modernize Clermont School of Business and renovate its spaces with a clear objective: **to improve learning conditions for all users and ensure the comfort and well-being of the staff**. In line with this, a large-scale project to expand and renovate

the School began in 2017. Called “Campus Trudaine XL,” this modernization and expansion project reflects **an ambitious and essential transformation for Clermont School of Business, aiming to meet or exceed current standards for reception and environmental respect.**

Now completed and open to the public, **the building is certified BREEAM** (Building Research Establishment Environmental Assessment Method) for its adherence to regulatory requirements and market standards, as well as its application of relevant sustainability measures. BREEAM certification criteria cover a broad range of sustainability and environmental impact aspects of buildings: energy management, building pollution levels, water management, waste valorization, use of innovative processes, people management, access to sustainable transport, and the health and well-being of occupants.

A new audit is underway to achieve a “very good” level of BREEAM certification. The Campus Trudaine XL is also **undergoing assessment for French environmental regulations RT 2021**, for new buildings, and the Energy-Carbon classification in E3C1.

Promoting and Facilitating Sustainable Mobility

Mobility is central to Clermont School of Business’s CSR objectives, not only to address climate urgency but also to attract new talent and promote the well-being of staff members. It represents a key development axis and is fully integrated into the REVEAL strategic plan.

Several Measures to Encourage More Eco-Friendly Transportation



Protected Parking for Two-Wheeled Vehicles

The School is increasing its capacity to accommodate bicycles and scooters (electric or non-electric) with a covered and secure parking area.



Electric Cars

Starting in 2025, the School is committed to gradually replacing its fleet of combustion engine vehicles with lightweight electric cars.



Mobility Allowance

The School provides a tax-free allowance to employees who use “soft mobility” transportation methods.



Staff Mobility Plan

In addition to the Mobility Allowance, the School has implemented a widely used Staff Mobility Plan (PDME) and organizes an annual Mobility Forum.

Actions for the Climate

Addressing climate change is a global priority. The School has assessed its greenhouse gas emissions and aims to reduce them, particularly by opening international campuses to minimize student travel, which accounts for 22% of travel-related emissions.

By establishing campuses in students' home countries, the School intends to reduce its carbon footprint. This climate commitment strategy is not limited to a specific region. **All future campus openings will align with this same objective.**



More

Finally, Clermont School of Business has been selected to participate in a joint project, lasting 18 months, with 10 higher education, research and space institutions, ADEME, and CIRCES. This project, *Act'Sup Pas à Pas*, aims to **develop a detailed, validated, realistic, and robust plan for reducing greenhouse gas (GHG) emissions, with a roadmap extending to 2050**. This method, previously used in the industrial sector by ADEME, is being applied for the first time in higher education.

Taking action for the climate is not only a moral imperative but also a responsibility that the School undertakes with determination and conviction.

Graduates & Enrollment

2025 Statistics	Number
Graduates	905
Faculty & Staff at the Institution	350
Student Enrollment at the Institution	2342
Undergraduate Attendance	866

2025 Statistics	Number
Masters-Level Postgraduate Attendance	1408
Doctoral Student Attendance	68
Certificate, Professional Development, or Continuing Education Attendance	1200

Degrees Offered

Bachelor Programs

 Bachelor of Business Administration (B.B.A.)

Masters Programs

 Master of Science (M.Sc. or M.S.)  Master of Business Administration (M.B.A.)

Doctoral Programs

 Doctor of Business Administration (D.B.A.)



Values

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

Who Champions Responsible Management Education at Our Institution

- ❖ Centralized sustainability office
- ❖ Interdisciplinary efforts across business school
- ❖ Research or issue group, society, or club leading sustainability efforts



Teach

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

Educator Recognition

At Groupe ESC Clermont, we recognize educators for quality of teaching in the following ways:

- ❖ Course evaluation scores
- ❖ Faculty promotion and tenure consideration
- ❖ Financial incentives
- ❖ Professional development opportunities
- ❖ Publication or research support
- ❖ Pedagogical innovation grants

Barriers to Innovative Curriculum

In 2025, Groupe ESC Clermont identified the following barriers to innovating, updating, or taking risks in existing curriculum:

- ❖ Overloaded faculty
- ❖ Change fatigue

Barriers to Innovative Pedagogy

In 2025, Groupe ESC Clermont identified the following barriers to innovating, updating, or taking risks in existing pedagogy:

- ❖ Overloaded faculty
- ❖ Resistance from students



Research

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

Research vs Research for RME/Sustainable Development

27 Peer-reviewed articles were published by Groupe ESC Clermont from this past calendar year. **vs** **19** Peer-reviewed articles were published by Groupe ESC Clermont from this past calendar year in support of RME.

Research Funding

In 2025, Groupe ESC Clermont was awarded funding for research that is:



National



Local

Socializing Research

In 2025, Groupe ESC Clermont contributed research findings to:

- ❖ Local media
- ❖ National media
- ❖ Industry and business networks
- ❖ Open-access platforms
- ❖ Public events and lectures
- ❖ Research collaborations
- ❖ Social media and digital outreach
- ❖ Government and policy makers

Publications Related to RME and/or Sustainability

Shareholder Activism on Climate Issues: The Role of Framing and Stakeholder Systems

| [DOI](#)

Authors: Carine Girard-Guerraud | Yves Rannou | Sabrina Alioui

Date of publication: July, 2025

Presented at: National or international academy of management

Department: Finance

Shareholder activism is a key driver of corporate change. Although it has become a prominent organizational phenomenon, most research has only looked at the relationships between activists and firms, providing a limited understanding of the overall process and its actors. This study takes a more comprehensive system-level approach of shareholder activism, examining the connections between shareholder activists, firms and stakeholders. In the context of European shareholder activism on climate issues, we explore how shareholder activists collaborate with stakeholder systems, including organizational stakeholders, stewardship and climate experts to frame and align their collective actions within coalitions. We conceptualize shareholder activism as a dynamic process structured around three mutually inclusive frames: disclosure-seeking, financial materiality and double materiality. The disclosure-seeking frame is motivational, whereas the financial and the double materiality frames are diagnostic and prognostic, respectively. Our findings show that collective actions of shareholder activists produce ripple effects between frames at the systems level. We observe a clear shift towards the financial and double materiality frames, indicating a growing alignment between financial interests and environmental impact. These results support the need for a broader system-level view of shareholder activism that can be applied to other environmental issues.



Mass media as an environmental watchdog? Evidence from the war on air pollution in China

| [DOI](#)

Authors: Sébastien Marchand | Damien Cubizol | Elda Nasho Ah-Pine | Huanxiu Guo

Date of publication: November, 2025

Presented at: National or international academy of management

Department: Economics

Air pollution remains a major challenge, especially in developing countries, requiring joint efforts from governments and society. This study examines how mass media, through its emotional tone, functions as an informal regulator of air pollution in China's "war on air pollution". Using daily data on media sentiment, air quality and related variables across Chinese cities, we find that negative emotional tones in environmental news are significantly associated with lower pollution levels. We identify mechanisms through which media influence public awareness, trigger government responses and pressure firms to reduce emissions. Our findings highlight the media's role beyond information dissemination to shape agendas and social norms, even in contexts with restricted press freedom. This study offers new insights into how emotional framing in mass media contributes to environmental governance in developing countries.



An analysis of stakeholders' aspiration needs for grand challenges | [DOI](#)

Authors: Albert-Cromarias Anne | Pinglot Angeline

Date of publication: January, 2025

Presented at: National or international academy of management

Department: Management | Strategy

Purpose

This study aims to understand stakeholders' aspiration needs and analyse their role in shaping the articulation and formulation of Grand Challenges (GCs).

Design/methodology/approach

Using a comprehensive single case study approach, this paper investigates a GC at a local scale: the preservation and development of the Gergovia Plateau, a well-known French site of natural and historical interest. It analyses rich qualitative data according to Gioia methodology to understand the grounded needs of stakeholders.

Findings

This research deals with the "why side" of a GC when it emerges. First, it identifies four main dimensions regarding stakeholders' aspiration needs: economic, cultural, environmental and reputational. Second, it highlights the articulation between these four dimensions and analyse their role for a better formulation and implementation of a GC.

Practical implications

This study helps public management practitioners to better understand the very nature of the GC they wish to address and to structure its foundations by including stakeholders' aspirations.

Originality/value

This case is original regarding GCs literature by shedding a new light on how to deal with socio-environmental issues in a context of natural and cultural heritage.



Research Barriers

In 2025, Groupe ESC Clermont identified the following barriers to conducting research related to sustainability and/or responsibility:

- ❖ Time constraints
- ❖ Publishing barriers
- ❖ Ethical concerns



Partner

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

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ AMBA (Association of MBAs)
- ❖ EFMD (European Foundation for Management Development)
- ❖ Financial Times
- ❖ Quacquarelli Symonds (QS)
- ❖ Ministries of Education, Higher Education, or similar national bodies
- ❖ Local institutions and associations
- ❖ CIRSES (DD&RS french label)
- ❖ BSIS
- ❖ CDEFM (Conférence des Directeurs des Ecoles Françaises de Management)
- ❖ ADEME

Student Organization Partnerships

- ❖ BNEM (Bureau National des Etudiants en Management)



Practice

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

Institutional Policies and Practices

- ❖ Accreditation body recommendation documents
- ❖ Carbon reduction or offset commitments
- ❖ Curriculum guidelines
- ❖ Local staff/student/faculty transportation
- ❖ Professional training opportunities
- ❖ Student equity, diversity, inclusion
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Zero-waste guides



Share

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



Engagement Opportunities

Groupe ESC Clermont 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
- ❖ Feedback mechanisms (e.g., surveys, suggestion boxes)
- ❖ Partnerships with local organizations
- ❖ Public events and panel discussions
- ❖ Sustainability-focused research and collaboration Opportunities

Communication Audiences

Groupe ESC Clermont communicates its policies and progress on sustainable development and responsibility with:

- ❖ Accreditation bodies
- ❖ Alumni and donors
- ❖ Boards and advisory committees
- ❖ Business and industry partners
- ❖ Faculty and staff
- ❖ Prospective and current students
- ❖ Research and academic networks

Communication Barriers

Groupe ESC Clermont faces the following barriers in transparent communications:



**Donor
sensitivities**



**Data privacy
regulations**



Media visibility

SIGNATORY

Groupe ESC Clermont



Address

4 Boulevard Trudaine
France



Website

<https://www.esc-clermont.fr>