In 2010, ESC Bretagne Brest published its first report «Principles for Responsible Management Education» (PRME). It was the first checkpoint which enabled the Ecole Supérieure de Commerce Brest, Brittany to evaluate its position based on the overall theme of sustainable development. Initiatives relating to the consideration of these ecological themes can be traced back to the years 2003-2004: the renovation of certain buildings was a chance to integrate a number of environmental constraints in the area of energy saving, but also concerning more social aspects notably, for example, disabled access.

To this effect, the national legislation is a framework imposed upon economic players but also supports an awareness, through an economic structure such as a further education establishment, of the necessities linked to harmonious development in respect of environmental and social issues.

In this general context, ESC Brest, Brittany has continued its teaching and research projects and has undertaken, in line with the presentation in 2010, to work in the field of sustainable development, social responsibility and responsible management.

This report introduces the essential actions carried out since that date:

1. Continuation of actions already mentioned in the 2010 report, the ecological management of the campus : Page 2
2. New implications of responsible management : Page 4
   a. disability
   b. social diversification
   c. education in the service of a social link: citizen project
   d. the carbon footprint
3. Responsible management in education : Page 9
4. Research : Page 10
Ecological management of the campus

The École Supérieure de Commerce in Brest, Brittany is a hub of activity bringing together nearly 1000 users, comprising of students, teachers, administrators and temporary teachers.

This centre of activity, whose purpose is education and research, should also be exemplary with regard to its activities, especially in ecological matters.

This includes the integration of ecological standards when external companies are quoting on public works (construction, renovation of premises where business bidders are requested to respect the social and economic standards), but also during consultations for maintenance or production contracts. This is the case for bids on the cleaning of the premises where the suppliers must commit to specify the nature of the cleaning products they use and also provide a number of details regarding their environmental approach.

The choice of the successful service provider will depend on various criteria being price, quality and ecological commitment.

Another example could be that of catering: ESC Brest, Brittany provides a self-service restaurant open to students, school staff and other departments of the Chamber of Commerce and Industry of Brest. Its management is sub-contracted out to a specialized operator. Suppliers are also asked, during public consultations, about their commitment to sustainable development.

This includes the responsible procurement of raw materials by suppliers, promoting the economic development of local products: the preservation of local industries and products by emphasizing the know-how of local producers; the choice of seasonal, quality products to ensure a catering service which respects the environment and offers a quality service; the introduction of organic or fair trade food, with the desire to meet the guests’ expectations on responsible consumption.

The catering service providers’ quotations are also analyzed regarding their environmental approach, which is valued in the overall assessment.

Regular monitoring of the energy consumption is done by the General Administration Department.

This includes heating, electricity and water consumption: performance indicators are a valuable tool to educate those concerned and maintain a balance between user satisfaction and respect for environmental standards. Fluids are a vital necessity, but it is a limited resource that is essential to protect and enhance.

ESC represents a surface area of close to 9000 m² consisting of classrooms, amphitheatres and common spaces with various purposes (restaurant, cafeteria, library...).

It is also surrounded by green spaces which offer a potential integration of ecological standards and procedures. As such, the management and maintenance of green spaces in ESC are assured by a provider engaged in sustainable ecology: this supplier practices composting, use of phytosanitary products and recycling of waste.

In the same way, since the year 2000 the school has installed low energy light bulbs in all of its new facilities. French national legislation of this initiative has since then lead to a global saving of close to 20% with respect to internal lighting.

Recycling of batteries, toners, electronic equipment is another concern that ESC manages with care by ensuring the maximum recovery of items by collecting them for recycling: this concerns both school and student materials; the incentive, present in the school, encourages students to recycle their cartridges and other such items in bins provided for this purpose.

The Ecole Supérieure de Commerce is an activity centre which brings together almost 900 students, 70 teachers and administrators, not counting about 200 temporary staff. Located in the city, it is close to bus stops that connect it to the city centre, train station, etc... However, the carbon footprint (see p 9) revealed the high impact of transportation in the carbon weighting of the school.
A number of journeys are directly related to the activity of the establishment: such as flights for our international relationships (partnerships with universities around the world); travel by our teachers and researchers to conferences or seminars related to research, the strategic development of the school...; travel by a number of overseas contributors who provide modules for courses in the areas of management, thereby strengthening our status in areas of expertise offered by higher educational schools.

On the other hand, it is also clear that a significant part of our carbon footprint is related to short, regional or even local journeys.

Our students live in the city, but not necessarily in the immediate vicinity of the school; in addition, many go to their parental homes for the weekend, etc.

Because of this, it was apparent to us to focus on solutions for carpooling: ESC Brest, Brittany subscribes to the website «www.campus.covoiturage.fr», open to different schools and universities.

A previous attempt has already taken place in the past, where the school joined a carpool site, but the main participants were not students. It was a site open to businesses and organisations, and notably its success was fairly limited.

The website «campus.covoiturage.fr» is managed by the student community, incorporating other online carpool offers from nearby campuses: in fact, the proximity of the schools and campus to each other enables a more extended catchment area; it also allows exchanges between the different communities...

A modest fee is sometimes sought as a contribution towards fuel costs, while conversely other drivers offer completely free rides. Note also that this site is open to teachers, administrators and this has proven successful.

Tickets for rock concerts, sporting events... are also offered for both drivers and passengers.
New implications in Responsible Management

Actions in favour of responsibility and social commitment is a permanent undertaking: it occurs naturally through strategic decisions taken by the school’s management team but also through simple gestures, a fresh look on people and situations. As such, it is possible to highlight some important changes in which the school has been involved in recent years.

- Better integration of disability within ESC Brest, Brittany

The school is a public institution (ERP), which means that it must comply with a certain number of constraints and structures put in place to facilitate access for people with reduced mobility. As such, the school is fully compatible in terms of access and internal facilities for people with mobility-related disabilities.

By 2015, new national standards will be imposed in all French public institutions, that will enable better integration for visually impaired people and those with various other forms of disability, for example auditory or sensory disability.

Brest Chamber of Commerce, the regulating body of ESC has programmed work to integrate these new standards.

Currently, ESC Brest, Brittany agrees with the observation that French higher education is, at this stage, not representative of society: studies show that only 1% of young people with disabilities integrate into higher education. The reasons are multiple and are evident throughout their schooling: poor support by national education, no support when facing challenges, etc.

At the moment, it is clear that the Baccalauréat is a barrier that students with disabilities rarely cross: higher education is intimidating, probably in connection with the dehumanized vision of a University infrastructure.

For this reason, ESC Brest, Brittany, in cooperation with some other French management schools, is committed to an entrance examination, at Baccalauréat level, adapted to young disabled people: these candidates go through an adapted procedure to overcome the hurdles of the examination thus allowing them to integrate into ESC Higher Education training through the Bachelor management programme.

It’s a real entrance exam, based on the curriculum of the last year before the Baccalauréat (Terminal class), validated by the Ministry of Higher Education and Research. Success in this exam allows young people exemption from academic channels or preparatory classes, which are barriers for them, and become students of ESC: they benefit from two years, prior to integration on the program, of customized support by teachers and administrators; access to face-to-face and distance learning resources; and are also recipients of digital media course support...

A particular student who entered the school in September 2010 experienced difficulties associated with intense muscle fatigue that did not allow her to take notes over a long period of time: ESC Bretagne Brest asked the students in her group if someone would be willing to help her by taking the course notes. 2 students volunteered and were paid by the institution.

Moreover, this student receives a grant for her meals, for her personal needs, and is accompanied to and from her home in an adapted vehicle.

Finally, 12 business partners on the national scheme follow this approach, including a large banking group whose headquarters are in Brest. These companies fund publicity for the program and give means to schools to advance and commit themselves to offer work placements, apprenticeships and jobs.

With regard to our student, she is undertaking an internship this summer in the aforementioned Bank, in the marketing department.
The arrival of this pupil was announced internally and was somewhat «prepared»: we were able to respond to any particular situation relating to her disability, whilst allowing her to live her life as a «normal» student, we do the maximum to look after her with care, but without excess. This arrival of this student, brought to the school staff, an awakening to a previously unknown and unrealistic view of disability: which is too often seen as detached from our daily concerns, and the presence of this student has transformed the outlook of both teachers and administrators at ESC.

- Social diversification
France is a country where it is said that existing social patterns are repeated. As such, higher education establishments are commonly charged with strengthening this paradigm with a strong presence of pupils from advantaged backgrounds, or even from families who have attended the same elite schools.
In a country where University studies are practically free, it is true that tuition fees charged by management schools may appear to be a deterrent for many students.

A first response to this was provided by ESC Brest, Brittany, by the opening in 1996, of apprenticeship system: since then, and with the approval of the Regional Council of Brittany, ESC offers an apprenticeship course to its students on the ESC Higher Education programme. It has been the same with the Bachelor programme in Management since 2005.
This scheme has undergone various changes over the years.
Today, it is open to M1 and M2 students, a course of 24 months, 18 months or 12 months. In addition to educational and professional enrichment given in this programme, it also includes significant pecuniary advantages since an apprentice does not pay tuition fees and is an employee of a company, with whom he has signed a contract, which brings the student a salary and financial independence.
Apprenticeship is therefore an extremely concrete method of democratizing an educational path, that can sometimes be incorrectly described as elitist, and encourages applicants whose financial resources are limited.

Since 2011/2012, ESC has also partnered another operation, so-called «social opportunity», which allows young graduates from disadvantaged homes to integrate into ESC: it detects amongst the good students of terminale, those who have the potential to follow a course in management training, but for cultural or financial reasons refrain.
The entrance examination is the same as the previous examination (handicap entrance exam) that allows integration to the Master course directly after the baccalauréat.
An economic and social criteria evaluation grid enables the study of the candidates’ files: this test incorporates a number of criteria that help to define the eligibility of the applicant:
- Taxable status of parents
- Eligibility for state grant
- Place of residence
- School background
- Parental qualifications
- Single parent status
- Number of dependent children
- Professional status of the father or the mother

From the moment the student becomes an eligible candidate, from the outcome of written, and oral tests, he should be able to undertake his tuition at the least possible cost to the parties concerned: it is in this spirit that young people having taken the entrance exam are oriented towards short academic training programmes (IUT, BTS) before directly joining ESC Higher Education route.
Subsequently, ESC Brest puts, at the students’ disposal, its company relations service, to promote the apprenticeship route, which not only provides free training for years 2 and 3 but also insertion into the professional environment, which guarantees a successful start in the business world.

The idea of this method is to help certain underprivileged students to attempt a programme of management training excellence, by putting them in the most favourable conditions as possible, ie without any question related to the financing of their studies or their course at ESC.

It should also be noted that during the short academic incubation period which precedes integration into ESC, these students are considered as full ESC students, with access to educational resources and information from the school, invitations to conferences and other seminars that are organized for integrated students.

- Education in the service of a social link: citizen project

Management schools are institutions whose purpose is to ensure a quality education focusing on research, entrepreneurship, behavioural know-how and are destined to train future managers, operational and open to the world that surrounds them.

By these exacting standards, the student is at the heart of a learning system tuned to economics and entrepreneurship, managerial practices, and more generally, open to the modern and future world.

On the other hand, it seemed essential to us that during this period of their student lives, which is in all reality a training period, our students are also confronted with situations which they do not usually encounter in their daily lives and that it is very possible they will not meet in their professional career.

With this in mind, since September 2011, all students entering ESC Higher Education courses have an obligation to engage in a process known as «citizenship»: the aim is to devote about 40 hours in a school year to an action of public support.

This action is of course which is accompanied by the school, dedicates a tutor for each group of students, and it is a condition of the degree to include the production of a written report following this experience, moreover it is validated by the support structure.

Specifically, ESC organizes, at the beginning of the academic year, a presentation, in the amphitheatre, of the charitable or humanitarian associations that have agreed to engage in the process. Representatives from these organizations have an opportunity to familiarize students to the philosophy and practice of their associations, and present the type of activities available to the students.
They then choose to engage in one of the organisations where they are welcomed, accompanied and integrated.

2 steps open to them:
- Reflection on a particular theme related to the organization
- Participatory commitment in the activities of the organization.

For the school year 2011/2012, 11 structures agreed to work with ESC and its students:
- Action against hunger, whose activities concern the problems of hunger, malnutrition and lack of access to drinking water.
- Student Foundation Association for the city: supporting children and young people in difficulty, in priority neighbourhoods.
- French popular relief: food provision; right to health cover, holidays, culture, recreation and sports for the under-resourced public.
- Catholic Relief Services: fight against poverty; reception and accompaniment of populations in the process of marginalization.
- Food Bank: association that centralizes food destined for community and social centres.
- Mutual assistance and friendship: social inclusion; day care centre for adults in difficulty and/or a precarious situation.
- CCAS (health and social centres): place of welcome and listening; delivery of meals.
- Restaurants of the heart: food aid, but also intermediate organisation that answers queries from the public in difficulty on subjects such as care of babies, unemployment records, housing benefit and social security.
- Landivisiau establishment and labour assistance (ESAT): welcome of severely disabled people; maintenance, transformation and creation of green spaces, small building works, etc.
- Emmaus: promote, support and implement actions that can contribute to the professional or social insertion of people in difficulty.
- Accommodation for elderly and dependent people (EHPAD) Brest - «Les Genents d’or» support of elderly residents, help in daily life.

At the end of the year, a first assessment can be made: the students have discovered, through this project, a social reality of which they were often unaware: they are in contact with volunteers who act with passion and humanity with the disadvantaged public, and they inspire the students who observe the situation. In addition, in a number of cases, ESC students have helped actively in the work of the partner organisations: This has happened in the care homes for the dependent elderly people where the students have been able to accompany the residents for their walks, help them in their afternoon leisure activities, or even during their meal times. They may also have participated in food or non-food collection campaigns (food bank or Restaurant of the Heart); or helped children or adults in a precarious situation to learn to read. In any case, this citizen project opens the minds of our future managers: they find themselves confronted with complex situations, faced with an often dissociated public that is new to them.

The dominant feeling is the understanding that this experience will benefit them greatly in dealing with situations to come in their business and their professional environment.
- The carbon footprint:
The end of 2010, the school began to evaluate its carbon footprint for the first time. The aim was to have a complete overview of the institution's impact in terms of its ecological footprint, as a centre of economic activity with its one thousand students, permanent teachers, administrators and temporary staff.
A specialized firm was hired for this operation which relied on a group of students from the school to help with the gathering of data, its consolidation, and who helped with the data processing phase. It was clearly a collaborative exercise that united professionals and students in an educational framework called «alternating project».

The data was recorded during the year 2009/2010: the aim was to gather the maximum amount of information on the consumption of energy and fluids. All invoices from school personnel involved in travel were analysed; ESC canteen staff were questioned, as were staff and students concerning their means of transport to school and around town, etc.
In the end, the study focused on the carbon footprint for all the activities of the establishment in Brest.
The database covers 10 major data categories with more than 28,000 information sources having been studied.

**Energy:**
- Electricity : 315,497 Kwh
- Natural gas : 503,588 Kwh
- Propane gas :10,732 Kwh (restaurant)

**Suppliers:**
- External suppliers, paper (11 tons), catering service

**Freight:**
- Total of 125 tonnes kms (air and road)

**Travel:**
- Overall total of 2,885,581 kms, including 2,075,050 kms from students' home/school journey alone.

**Direct waste:**
- Water consumption, food waste, paper, cardboard, plastic films...

**Building:**
- Office equipment, offices, classrooms, parking lots, housing...

The analysis of overall emissions resulted in a total of 395 tons equivalent to carbon (Teqc) or 1448 teq CO².
Out of the 395 Teqc, 224 comes from travel (and we know that most of these are home/school journey). The only other sensitive issue concerns fixed assets, mainly buildings, with 120 Teqc.

Percentages:
- Travel: 57 %
- Fixed assests: 31 %
- Energy: 9 %
- Suppliers: 3 %
- Direct waste: 0.01%
- Freight: 0.01 %

It is the results of this assessment which highlighted our need to improve commuter travel, as seen above: better communication concerning public transport networks in the city of Brest; communication via the «www.campus.covoiturage.fr» site, awareness to limit the use of one's personal vehicle, etc.
Responsible management in education

To prepare our students to practice a style of management that takes into account issues related to sustainable development and to be socially and economically responsible, we have put in place the following educational actions during the school year 2011-2012:

- General principles of law module BM1 and general private law ESC 1 (responsible contract).
- RSE and professional ethics are treated in the module (BM2) business and corporate law (ESCI).
- The module, «Customer relations, management on behalf of third parties and financial instruments» addresses issues related to socially responsible investment (ISR).
- The citizen project of ESC1: being the project of Action Against Hunger: reaches students in colleges and secondary schools on the theme of world hunger, organization of the Race Against Hunger, participation in communication events about the organisation (Solidarity Market, Christmas market, World Food Day, World Water Day).
- Team marketing ESC3: commercial development aid of Shea butter produced by the Bi Songo Organisation in Burkina Faso through the French organisation, Apapao.
- Marketing management BM3/ESCI: consumption trends project: students work on the analysis of a product or a service corresponding to consumption trends, some of which are part of sustainable development ethics: the resale/ bartering or sharing of products, establishing a connection with customers: above all, giving value to simplicity and nature, involving consumers in the production.
- Legal and fiscal professional wealth environment module, MS wealth management.

A number of additional complementary educational modules are available, and allow the understanding of thematic and working supplements:

• **Management control and social issues**
  Focus: Beyond management techniques, management control is also a social issue for the company. The convergence of goals, motivation, human resources management and the company social responsibility are areas where management control is notable.

• **Management control and human resources management**
  Focus: As a component of organizational control, management control is a provider of standards. The question is: What are these standards and how are they implemented in the action plan? In addressing these issues this module questions the links between management control and certain components of company management:

  What is the position of management control in the Organization? From what information sources is management control built? What are the social issues of management control and how can management skills be integrated?

• **Control of management and organizational changes**
  Focus: Management control involves the areas of operations and strategy. As a result, organizational structure issues, strategic planning, information systems, human resources management and other processes cannot be ignored. This module addresses the links of management control with these different organizational management components. What is the contribution of management control in the design and modification of the organizational structure?

• **Sustainable development and corporate social responsibility**
  Focus: Awareness of SD and CSR so as not to compromise the future of generations to come has profoundly changed how business shapes its competitiveness. This course aims to define the set of changes brought on by this awareness within a company’s entourage and shows how companies become responsible for integrating SD in their organization.
• **Responsible management**

Focus: Awareness about sustainable development is today becoming a reality for companies. The establishment of a sustainable development policy can create a decisive competitive advantage. As such, there are tools and methods to implement such an approach in the company. This course aims to analyze the managerial aspects of sustainable development implementation taking into account the ethical and social responsibility of the company. Using concrete examples of specific case studies and theoretical contributions this course's objective is to understand how responsible management can constitute a strategic lever for competitiveness in a company.

**Research**

**Central themes on the CSR:**

- V. Allegaert and G. Branellec «Responsible company management of the diversity of stakeholders.»
- J - Y Lee and G. Branellec «Towards global responsible executive remuneration: the adoption of ‘say on pay’.»
- Rieunier S., Boulbry G. and Chedotal C. (2005), How to deal with the fundraising market maturity of a charitable organization? Rejuvenate the target and / or change the collection method?, proceedings of 21st Congress of the Marketing French Association, Nancy, 19-20 May.

**Our teachers’ research articles**

Branellec G. (2010). A wind of innovation blows towards corporate law: corporate management, a search for the balance between respecting partner rights and the consideration of the com-

Conferences

With regard to the conference aspect our teachers-researchers participated in or facilitated various events including:
- Prestigious plenary conference of Young Leaders Centre (CJD): social and company objectives November 15, 2011 to 2012.
- Preparation of the Organization of the 10th Congress of ADERSE (Organisation for the development and the teaching of company social responsibility), which took place on 28 and 29 March 2012 in Brest, in collaboration with the IAE of Brest.
- AFEV project- student organisation for the city (follow-up of young people in difficulty by our students).