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Message from the Dean & Renewal of Commitment

The durability of Moroccan companies depends undeniably on their ability to master the workings of a sustainable economy. Meeting this challenge cannot happen without affecting the company's mode of strategic management and also educating its current and future top management to think beyond the economic profit about social and environmental issues.

ESCA Ecole de Management as a leading Business School and according to its values, is dedicated to creating and transmitting business and management contents relevant to emerging market, and encourages its students to comply with environmental, labour and human rights regulations. ESCA Ecole de Management makes its students concerned about ecological and social issues by including the bottom-line benefits of Corporate Social Responsibility (CSR) in its curricula in order to show how a well-executed sustainable development strategy can be a large contributor to savings, revenue, productivity, competitiveness, lower risk and new markets.

In this respect, the main goal of this report is to shed light on the implementation of CSR in ESCA Ecole de Management and gives an idea about the development of the six PRME principles in response to social and ecological concerns.

ESCA Ecole de Management is aware of the importance of corporate and social responsibility and sustainability in the current academic environment. ESCA Ecole de Management set up a continuous process of improvement in the application of the Principles for Responsible Management Education and shares its reporting on progress with all stakeholders and other PRME Participants.

At ESCA Ecole de Management, we establish a process of continuous improvement of social and environmental values in order to prepare a new generation of business leaders and enable them to manage the complex challenges faced by business in the 21st century.

Taking the six principles as a guiding framework is the first step to integrate principles for responsible management in education, professional projects and international conferences in order to enhance their skills and their commitment in responsible management.

According to ESCA Ecole de Management mission that, in one hand, aims to train future leaders for Africa and the world, socially responsible and concerned with the characteristics of sustainable development, and in the other hand, states clearly our willingness to contribute to the modernization of our society by developing and spreading values related to corporate responsibility and sustainability, we have adopted many actions. In terms of curriculum, we have included courses in our programs as Business Ethics, Sustainable Development, Corporate Social...
Responsibility, Doing Business within which the corporate responsibility and sustainability elements are analysed in the main areas around the world.

ESCA Ecole de Management encourages also all research projects that study the corporate responsibility issue in emerging contexts like ours. In this sense, some of our teachers have participated and presented in conferences on the corporate responsibility in MENA region, in Africa and elsewhere.

By adopting the six Principles for Responsible Management Education (PRME) initiative, ESCA Ecole de Management improved its responsible management education, research and is on the right track to carry out its mission by implementing the best practices. In November, the 4th PRME MENA Regional Forum, hosted by ESCA Ecole de Management, will be an opportunity for the School to spread these best practices and advocate responsible management education over MENA region.

After the success of the three previous editions of this Forum (in 2011, at the American University in Cairo, Egypt, in 2012, at the Holy Spirit University of Kaslik, Lebanon and in 2013, at the University of Dubai, UAE, the 4th edition will bring together participants from North Africa and the Middle East to explore approaches and discuss strategies for improving responsible management education.

As the Arab World is facing deep changes and difficult transitions, this new edition of PRME MENA Regional Forum will highlight the importance of educational institutions on the south and east coast of the Mediterranean to adopt the Principles for Responsible Management Education.

Thami GHORFI
Dean – ESCA Ecole de Management
ESCA Ecole de Management : Overview

Key figures

- Established in 1992
- Over 3 000 alumni
- 1 100 students from 19 different nationalities
- More than 50 partner companies
- More than 200 faculty, research professors, professionals and international visiting professors
- Member of 4 international organizations: AACSB, EFMD, GBSN, AABS
- More than 60 international partners from 30 countries over 4 continents
**Principle 1: Purpose**

<table>
<thead>
<tr>
<th>Principle</th>
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<td>We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.</td>
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**Mission Statement**

In ESCA Ecole de Management, we believe that sustainable and socially-responsible management is not only a choice but a long-term mission. That is the reason why we incorporate corporate social responsibility, sustainability and responsible management problematics not only in specific subjects but also in all the core subjects of our programmes (Strategy, Marketing, Human Resources Management, Finances, Geopolitics, etc.). Our main purpose is to prepare “Grande Ecole” students as well as MBA and Executive participants to think comprehensively and systematically about the role of business in development (maximize economic results while creating value for society and environment), and the manner in which business is conducted and governed.

The Mission Statement which was adopted by ESCA Ecole de Management takes into account the School’s context and its stakeholders’ views and expectations. It has been elaborated through discussions and analysis to which all stakeholders have participated.

For ESCA Ecole de Management, stakeholders include two levels of actors

- stakeholders who actively participate in the academic process such as professional and academic staff, students, academic partners and the corporate representatives
- stakeholders who are mainly involved by expressing expectations: parents (who pay tuition fees for their children), academic partners (with whom dual degrees are awarded, exchange programs organized), companies (who pay tuition fees for their employees) or stakeholders setting rules like government agencies who authorize or accredit programs.

This process has allowed the school to adopt the following vision and mission to meet the demands of its environment by taking into account their stakeholders’ view.

«In order to be the School of reference in management training and research. ESCA Ecole de Management has the ambition to increase its international reputation and to contribute to the development of knowledge and management practices in emerging markets.».

The school’s mission statement:

“ESCA Ecole de Management educates entrepreneurial managers, who are responsible and able to manage in a complex environment and to improve corporate performance in an emerging economy.”
ESCA Ecole de Management fosters intellectual production to contribute to the development of management science knowledge and to support change in managerial practices in a transient society. Independent and internationally oriented, ESCA Ecole de Management aims to prepare leaders carrying values for the modernization of society.”

Commitments

ESCA Ecole de Management’s founding mission statement is supported by four commitments:

Train Responsible Leaders for Africa and the world

ESCA Ecole de Management educates entrepreneurial managers, who are socially responsible, capable of managing the complexity of dynamic environments at various stages of their careers and aware of the social and environmental impact that their decisions will have as managers on their stakeholders.

Meet the emerging expectations of students, faculty and staff

An increasing number of students, faculty and staff want to work in socially and environmentally-responsible companies and organizations. Sustainable Development practices and knowledge are implemented into the day-to-day routine of the School, in particular in its teaching, its research institutes and the school’s student activities (clubs and associations). ESCA Ecole de Management stimulates programs, research and professional projects in this field.

Serve the Development of Human Capital and Society

ESCA Ecole de Management aims at participating in the training of the human capital, which is a pillar of economic development and modernization of society. Independent and internationally-oriented, the School fosters intellectual production to contribute to the development of management science and knowledge and to support change in managerial practices in transient societies.

Be a Reference Center for Excellence in Education

After gaining local recognition from Moroccan Ministry of National Education, ESCA Ecole de Management is one of the few business schools in Africa to gain eligibility for dual international accreditation (EPAS, AACSB). This confirms our potential eligibility to be the business school of reference and confirm our leadership position nationally.
Purpose 2: Values

### Principle

We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

### Academic Values

Three basic values form the ultimate reference and the basis on which the ESCA Ecole de Management culture was built: **Ambition, Innovation and Sense of Commitment.**

**Ambition**

We believe that ambition is a true agent of progress in Business Education.

We welcome individuals who have ambition both for themselves and for the entities they will join in order to contribute by creating value.

We experiment in our work models that are congruent with the development dynamics in Morocco, and we share them with our partners.

**Innovation**

We constantly question ourselves to find new opportunities and make progress.

We are open to other spheres.

We entertain a spirit of entrepreneurship.

**Sense of Commitment**

We wish to be actors of economic development by educating innovative and socially responsible managers.

We always stand by our promises to all our stakeholders (Faculty, Participants, Academic Partners, Corporate Community, etc.).

In all we do, we always abide by the principles of equity and show respect for equal opportunity and diversity.
Sense of Ethics and Ethical Code

During the year of 2013, several workshops were held by ESCA Ecole de Management. The main aim of these workshops, attended by the various stakeholders (i.e., Students, parents, teaching and administrative staff and laureates, was to elaborate and implement an ethical code.

Since its inception, ESCA Ecole de Management has always positioned itself as a pioneer institution and as a school of reference in management education and research. We are proud to contribute to the development of Morocco through the training of future business leaders, responsible for the modernization of society. At ESCA Ecole de Management, we are convinced that business schools have a responsibility and a role to play in the training of managers and future leaders with ethical values, transparency and civic responsibility role. Furthermore, we firmly believe that business schools should lead by example, by setting up their own system of values that would be first applicable in their own academic community but that would also find an extension in society in general.

In this context and following these requirements, we designed the Code of Ethics of ESCA Ecole de Management. It consists of a Charter of Ethics and a Code of Conduct, that both allow us to adopt clear and right behaviors in our daily mission.

ESCA Ecole de Management’s Charter is based on five foundation principles shared by all our institution’s direct stakeholders: Respect, Equity, Responsibility, Integrity and Sharing

Respect

We consider ‘Respect’ as an essential value to develop long-term relationships within a given context. This forms the basis for living together in harmony and a guarantee of positive interactions between the various stakeholders and their natural and social environments. Respect may take a variety of forms depending on the target: Respect for others, respect for difference, respect for ideas and environment.

Equity

In order to maintain a motivating and value-adding environment for all stakeholders, it is important that a culture of equity should prevail in which all individuals are treated fairly, objectively and impartially. In this way, all stakeholders enjoy equal rights. Equity is also about the acknowledgement of everyone’s merit by means of unbiased judgment. It draws on realism and courage to face up to critical cases and situations and to find acceptable solutions in an impartial and undiscriminating way.
Responsibility

To claim one’s rights and assume one’s responsibilities is the attitude to promote in all circumstances. However, by sense of responsibility, we also imply that we expect individuals to account for their acts under the framework of a mutual moral contract, whether pedagogical or administrative. This notion is a reminder of the fact each and every one of us must fulfill their commitments as regards the School, its mission, its values and its strategic objectives by contributing to their achievement in effectively. However, this is based on the need to define everyone’s domain of action and decision making power.

Integrity

In order to build trust within the School, it is important to show honesty and integrity. This implies that several attitudes should be adopted, such as the protection of intellectual property rights, the respect of confidentiality of information, transparency and prevention of conflicts of interest.

Sharing

With a view to establishing an atmosphere of efficient collaboration within the School, we are called to show we can share. By sharing, we refer to the sharing of expertise, of a sense of belonging, of ideas in a participative process.

This Code of Ethics applies to all stakeholders that are involved, whether directly or not, in the institution’s activities (students, faculty, administrative staff, parents, suppliers, etc...). Stakeholders undertake to adopt and uphold ethical principles currently in force in the School.

As to ESCA Ecole de Management, it will set up those means and control procedures required to promote and defend our institution’s founding ethical principles.

Reporting

Whenever the victim (or a witness) of a non-ethical situation, students, faculty and staff may report to the School’s Ethics Committee which will take the required measures.

Ethics Committee

In order to implement and improve the Code of Ethics, an Ethics Committee is created whose role is to:

- Organize a rigorous monitoring and audit system, together with a reporting process on non-ethical behaviors;
Purpose 2 : Values

- Deal with infringement incidents to the Code of Ethics and to initiate corrective actions;
- Revise and improve continuously the rules of the Code of Ethics;
- Design a training program adapted to all stakeholders.

The Ethics Committee comprises seven members:

- The Ethics Officer and chairperson of the Ethics Committee,
- Three student representatives,
- Two faculty representatives,
- One administrative staff representative.
Purpose 3 : Method

Principle

We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

Educational Contents

While most of the research and expertise on sustainability and business ethics focused on developed countries and developed-country firms (mainly from Europe and North America), there is increasing evidence that local conditions require specific approaches to social responsiveness. Morocco faces a number of socio-political challenges, the greatest being the occurrence of corruption in virtually all sectors, including the country's political and economic life. The legal framework concerning corruption, transparency and integrity is in place but corruption's impact on the private sector remains considerable: it impedes economic growth, is a large obstacle to investment in Morocco, distorts competition and represents serious legal and reputational risks.

ESCA Ecole de Management, as a business school, can - and indeed must - have a profound effect on the future of Moroccan society. Its legitimacy in its environment comes from its role in educating leaders committed to the highest ethical standards and reconciling profits and values, competitiveness and responsibility. ESCA Ecole de Management thus integrated “sustainable development”, “corporate social responsibility” and “business ethics” classes in its programs in order to educate Moroccan students on the importance of these issues, their growing interest worldwide and their impact of the country’s development.

Sustainable Development

In addition to the presentation of the general principles and the main trends of thought as to the concept of CSR and sustainable development, this course deals with management complexification and company funding following the incorporation of the objectives of CSR and ultimately of sustainable development and is based on a set of cases. Students are therefore in a position to understand the strategies of stakeholders, namely NGOs and trade unions, among others. This course enables students to understand the challenges of sustainable development for businesses and learn how to deal with it.

The main objectives for this course are for the students to be aware of the importance of the triple bottom line approach in decision making within the company through:

- Understanding what is aimed by sustainable development and its meaning for businesses
Purpose 3 : Method

- Understanding the environmental impact of business activities and their relationship with sustainable development
- Studying the connections between the environment and the other pillars of sustainable development, mainly economic and social
- Consider the environment and sustainable development in the company's strategic decision-making.

Business Ethics

This course seeks to enable Grande Ecole students (during 3rd and 5th year) to understand the professional framework of ethics applicable worldwide and to know the ethical implications of individual responsibility and behaviour in the business world, to understand the relationship between personal, organizational, societal and world ethics. It also seeks to alert them to the problem of ethics and develop their ability to solve potential ethical dilemmas, etc. At the end of this course, students will be able to adopt an ethical model in their decision-making to evaluate and draw conclusions on the ethical issues enterprises face in their operations. Business Ethics courses thus lay the emphasis on real ethical issues arising in enterprises, using case studies.

This course's objective include:

- Familiarizing the students with the important ethical issues that arise in business
- Developing and applying general ethical principles to particular cases or practices in business
- Discussing the ethical issues inherent in the rapid changes in business

Business Ethics, Gouvernance, Sustainability and CSR

The "Business Ethics, Gouvernance, Sustainability and CSR" course is part of the Executive MBA. The specificity of this course is the diverse backgrounds and professional environments of the managers who enrol on it in order to broaden their skills in the fields of CSR. The aim of this course is to prepare managers to issues of social responsibility, both in their strategic and systematic form, and to its implementation.

The aims of this course are to:

- Develop a critical sense of the challenges presented by sustainable development
- Identify opportunities for implementing sustainable development tools
- Relate sustainable development theories and practices with the help of the case studies, site visits, study trips and feedbacks from practitioners.
- Master social, economic and environmental audit and assessment techniques
- Formulate concrete and transversal solutions
- Assume the role of sustainable development manager within an organization
Entrepreneurship

Entrepreneurship requires ambition, persistence, and a desire to tackle major issues and offer new ideas for wide-scale change. Entrepreneurs do not leave decision-making and value-creation to Senior Management, they create their own market, system and long-term profitability. The “Entrepreneurship and International Development” track, offered in the “Grande Ecole” programme, is an ambitious program FEFEDI (Filière d'Expertise Maghrébine de Formation en Entrepreneuriat et en Développement International), a multi-country Joint Project funded by the European Union through the Executive Agency “Education, audiovisual & culture” under the TEMPUS Framework. The project involves 11 higher education institutions (universities and business schools) from Europe and Northern Africa (Maghreb), and aims at strengthening the entrepreneurship and international development capabilities of the Maghrebian partners. This training program offers courses in entrepreneurship, takeover entrepreneurship, business valuation, corporate strategies and project management. This program seeks to stimulate entrepreneurship and implementation of international businesses in local economies, thanks to high-level human expertise creating added value.

Languages

All languages classes at ESCA Ecole de Management incorporate modules on interculturality challenges. Considering that language proficiency alone is inadequate, the objective is to produce “intercultural speakers” who will be capable of understanding how interaction across cultures operates.

Learning Outcomes

Programs contents are well-balanced with a good provision of core and specialized skills and a sound coverage of the management field to prepare independent, internationally-oriented, responsible managers, carrying values for the modernization of society.

First, the Grande Ecole Program and the specialized masters integrate learning goals and activities that develop oral and written communication skills, ethical understanding and reasoning, critical thinking, IT skills, interpersonal relations and teamwork abilities, diverse and multicultural perspectives, and application of business knowledge. Secondly, these programs cover the main domains of business and management by offering courses related to the business environment (economic, political, legal, technological and social dimensions) and the firm management (Accounting, Finance, Organizational Behavior, Marketing, IT, Quantitative Methods, Business ethics, Sustainable development, etc.). Some supplementary teaching activities, such as general knowledge and fine arts, are also offered to provide students more diversification and enrichment.
In addition, the Master's level programs develop students' critical thinking and offer them the learning experience needed to tackle problems in one of the business functions and to achieve high quality research works.

**Interdisciplinary Thinking**

Graduates learn concepts and tools that enable them to analyze the business environment (legal, economic, political) and to integrate the findings into the strategic planning process. They will also come to understand how functions like Human Resources Management, Marketing, Logistics, Finance, Accounting etc., allow enterprises to cope with their environment. They will discover the tools linked to these functions and apply them for operational tasks in the firm. Finally, they will be able to plan functional activities in order to achieve the firm's strategy.

To do so, the program mainly relies on courses in the most important management fields alongside extended essays and internships. Within the courses, the interdisciplinary training is offered to students through several opportunities for learning (case studies, essays, business games, simulations, etc.), which makes it possible to apply the management knowledge acquired in practice.

**Entrepreneurial spirit**

In this case, students follow courses that enable them to decide and take up the necessary actions regarding entrepreneurship, opportunities and to effectively use tools needed for intrapreneurship project and starting firms (for instance, business plans), innovation management techniques, change management, creativity tools, etc. This refers to the first way of developing entrepreneurship capabilities, which is through the modules taught within the programs. Students have the opportunity to carry out several courses in entrepreneurship and innovation management. The ‘Entrepreneurship’ course allows students to build up a Business Plan for a start-up project and defend it before a panel of experts. This exercise offers remarkable preparation for entrepreneurship. They also achieve many session projects during their different courses that foster the development of entrepreneurial spirit.

**Problem-solving capabilities**

This part of ESCA Ecole de Management programs aims at developing the graduates’ ability to deal with situations where the cause and effect relationship is not clearly established. To do so, the School’s programs, use a variety of learning methods such as simulations, case studies, and especially extended essays, internship reports and theses in the Master’s stage. Through these learning activities, students learn how to: 1) Understand the situation they are facing and identify the issue; 2) Analyze possible causes; 3) Propose and evaluate the various solutions; 4) Draw up a plan to solve the issue; 5) Implement an optimal situation it accordingly; 6) Control the impact of the
solution implemented and adjust; 7) Carry out a debriefing of results obtained to ensure the issue has been solved.

In the Grande Ecole Program, when serving internships in Years 4 and 5, students are led to carry out operational tasks within an enterprise, by taking over a mission as a junior consultant and choosing a real-life practice. For the specialized masters, students have to achieve a critical thinking essay on a management issue related to their field activities. In addition, students are also asked in both programs to produce dissertations on a given management issue. To do so, they have to make a diagnosis of the causes via analysis models, suggest possible solutions and evaluate them, then recommend the optimal solution and implement it. The behind-the-scene objective is to enable students to face real company complex issues, and to learn how to cope with them, while acquiring teamwork experience.

Global Perspective

The international dimension is a major aspect of the School’s programs. The objective of internationally related student activities is to lead them to discover cultures different from their own, and to have them understand intercultural stakes in management and become aware of the international issues that companies face nowadays. The international approach primarily relies on an international exchange program for Grande Ecole Program students as from their Year 3, and on a study trip for the specialized masters’ students. It also mobilizes academic contents that offer a global approach to the various concepts of management within courses in geopolitics and international business, and faculty with an international profile.

Effective Communication

This part of the programs content is supported by the acquisition of a mastery of information technologies competencies, communication techniques, as well as foreign languages and research methods. Thus, at the master level, ESCA Ecole de Management graduates must:

- Produce a professional-level written work for their theses, extended essays, session projects and internship reports: The acquisition of this competency is achieved out first in the context of methodology and communication techniques courses. Then, written communication is also present in other courses, as there are many activities that require such skills (production of written texts, reading notes, syntheses, etc.).

- Prepare and defend a professional presentation. As from Year 1, students must present the findings/results of their session projects and Student Society Activities, and defend their theses and internship reports before a panel. In 2013, ESCA Ecole de Management standardized the Communication Competencies Evaluation Framework in order to be able to monitor students’ progress as they go through the program, year after year, until they attain the LG in question.
Purpose 3 : Method

- Be proficient in two languages at least (among French, Arabic, English, and Spanish).

Experiential Learning through Extra-Curricular Activities

Community life is an important aspect of learning at ESCA Ecole de Management and social commitment as a value is a principle that we wish to transmit to all our students. Making social commitment systematic and integrated in the learning processes at ESCA Ecole de Management allows students to develop and learn to take initiatives, manage projects from A to Z, and realize that responsible management, sustainability and respect towards diversity and environment is a priority. At ESCA Ecole de Management, we are convinced that social commitment helps us understand the complexity of the world that surrounds us, and the significance of a shared vision.

Community life has been organized in clusters and we decided to assign 4th year students as leaders of different divisions to facilitate contact and integration of students into community life. Many socially-oriented projects are annually carried out by students at ESCA Ecole de Management within the framework of students’ societies. The learning opportunity offered by such activities enriches studies by involving students into pre-professional, cultural, sports, charity, international relations, or creativity oriented projects. In this context, students perform management-related tasks, such as feasibility studies, fund raising, project planning and monitoring. These are unique opportunities for students to widen their knowledge and put forward their entrepreneurial skills, while learning by doing.

Culture Pole

The Cultural Hub supervises and supports all students who have projects dealing with culture, music, theater and artistic creation.

Solidarity Pole

The Solidarity Hub manages activities such as fundraising (collecting donations for associations), visits to charity organizations and hospitals, etc. These projects often are opportunities for students to apply the skills they have learned in class. For instance, each year, students at ESCA Ecole de Management, in partnership with the Regional Center of Blood Transfusion (RCBT), organizes a large operation of blood collection within ESCA’s campus. They manage this operation as a project (communication plan, budget, sponsors, etc.). The Solidarity Hub also organizes annually tutoring for resource-less high school students from Casablanca: students are introduced to the basics of Microsoft Office software programs (Word, Excel, PowerPoint) in the premises of ESCA Ecole de Management and under the supervision of the Solidarity Hub. “Bahri” (“my beach” in Arabic) is another of these projects annually-conducted by the Solidarity Pole: every
summer, it consists in cleaning the beach from all the rubbish they can collect. Many kids from different schools contribute to this event.

**Pre-Professional Pole**

The Pre-Professional hub prepares students for professional life. It focuses on the following workshops:

- Organization of conferences
- Assistance in drafting briefs and training reports
- Assistance during student fairs (to support the Admission Department)
- Jobs and Internships: help students to find internships and on-the-job training

In 2013, The Pre-Professional Pole and the Solidarity Pole united their forces to collaborate with “SOS Villages d’Enfants” association: they designed a marketing plan for a small candle cooperative in a poor suburb of Casablanca (Sidi Bernoussi), to support poor single mothers.

**Sports Pole**

The Sport hub focuses on two sports namely football and basketball and manages all sport events.

**Entrepreneurship & Innovation Pole**

Creativity, sharing and initiative are the cornerstones of the Entrepreneurship & Innovation Pole. The missions of this student society are to:

- Make students aware of entrepreneurship opportunities
- Identify and mobilize all economic actors, public bodies, private companies and associations to support student projects and entrepreneurship at ESCA Ecole de Management

**International Relations Pole**

The “International Relations” Pole’s role is to submit and conduct proposals for international project calls (market studies, business case competitions). The pole promotes international knowledge development and intercultural experiences. Its members also assist ESCA Ecole de Management’s International Relations Office in providing support to incoming exchange students during their stay in Casablanca (through a specific group called “Welcome Team”), and take part in the organization of special events.
ENACTUS

ESCA Ecole de Management has also been member of ENACTUS (ex-SIFE) since its creation. ENACTUS is a non-profit making non-governmental organization operating worldwide, whose objective is to promote partnerships between companies, universities, business schools and civil society. Students are engaged into community-oriented projects under the supervision of educational advisors and company managers.

Social Commitment

Since its establishment, ESCA Ecole de Management has been committed to contributing to society through a number of initiatives. This commitment includes scholarships that allow enrolled students whose financial circumstances might prevent them from continuing their studies to pursue their education. Scholarships are also awarded to students who demonstrate academic excellence through the "Fondation de l'Etudiant", a Moroccan charity initiative. ESCA Ecole de Management also finances the studies of African students through a scholarship program designed to reward young entrepreneurs or top-level athletes.

Environmental Commitment

Thanks to its computer software "KONOSYS", which allows students to interact with the administration and have access to their timetable and test scores, ESCA Ecole de Management has managed to significantly reduce its paper prints. ESCA Ecole de Management also intends to make its students, faculty and permanent staff aware of the buildings’ energy consumption through the display of instructions and posters in the different classrooms and conference rooms that encourage to turn off lights and electrical equipment before leaving the room.

Timers have been installed on each floor of ESCA Ecole de Management buildings, in order to program the turning off of lights in the evening.
Purpose 4: Research

**Principle**

We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

**Research Institutes**

In keeping with its mission that clearly establishes the importance of the intellectual contribution, ESCA Ecole de Management has adopted an intensive strategy to encourage faculty intellectual production by defining clear promotion and monitoring policies. It aims at developing a knowledge that will apply to companies and related to emerging environments. In this respect, ESCA ECOLE DE MANAGEMENT is committed to its continent.

The school has clearly communicated its expectations concerning the intellectual contribution at the institutional and individual levels.

At the institutional level, the school has adopted specific goals in terms of activities towards the development of the knowledge and its transfer to the students’ learning activities, the business environment, and the society at large. In this respect, ESCA Ecole de Management has created four Research Institutes to cover the distinctive expertise areas it has developed for many years:

- Social Innovation and Sustainability Institute (SI&SI)
- Case Studies Institute
- Entrepreneurship & Leadership Institute (ELI)
- Institute for Research in Geopolitics and Geoeconomy (IRGG)

Each Institute organizes every year intellectual contribution activities in order to promote the transfer of the best managerial practices encountered in business.

**Social Innovation and Sustainability Institute (SI&SI)**

The Institute is the result of many years of teaching Corporate Social Responsibility in the “Grande Ecole” Program. The Institute’s mission is to train students, leaders of tomorrow, to be agents of change, and to advise and support economic operators, in the framework of Corporate Social Responsibility, in order to stimulate the creation of business opportunities through social innovation and entrepreneurship, and to participate effectively, to the sustainable development of emerging countries and Africa. The Institute’s objectives are to:
Purpose 4 : Research

- Teach and train students to develop their abilities to be agents of change as innovative, ethical and socially responsible entrepreneurs, and future generators of sustainable values for business and society.

- Propose and implement, through an applied academic research, innovative, scalable solutions to real existing problems in society using students’ energy and researchers’ expertise in order to accompany and support people in need through the implementation of innovative projects for capacity building and empowerment, and also through the creation of business opportunities.

- Create partnerships with socially responsible companies in order to:
  - Advance in the understanding of the role, the dynamics, and the impact of businesses in the creation of sustainable values.
  - Interact directly with business managers, understand better the challenges they face concerning their social and environmental responsibilities, and jointly explore the most effective ways to face their challenges.
  - Design global and innovative programs to improve the educational system and adapt it to real labor market needs.

- Provide companies, for their own development and the sustainable development of the community, a pool of students mastering entrepreneurial practices, ready to be agents of change, and also a team of researchers able to guide and advise them in the process of a sustainable value creation.

Case Studies Institute

Case studies are a vital area of intellectual contributions on the part Teachers-researchers at ESCA Ecole de Management. The Institute of Case Studies was set up to encourage the production of case studies in management.

In fact, the priority of ESCA Ecole de Management is to help teachers express their experience and skills by encouraging them to create their own case studies, be it in French or English, in various fields pertaining to Management and also by valorizing them through their publication in case studies reference centers or through presenting them in international contests and competitions.

The Case Studies Institute is responsible for creating and organizing:

- Case study seminars
- Case study production seminars
- Case study workshops
- Case study creation workshops
- ESCA Ecole de Management’s Case Study competition
Purpose 4: Research

- International case study competitions: Emerald, ECCH, FNEGE, AABS, EFMD
- Case study base
- Company network
- Connectivity between faculty and professionals from different sectors

ESCA Ecole de Management has a data base of both national and international case studies acquired from famous case study centers, such as the Case Study and Pedagogical Media Centre in Paris. Some cases are also elaborated by ESCA Ecole de Management teachers from the school’s needs.

Entrepreneurship & Leadership Institute

The Entrepreneurship & Leadership Institute contributes to the achievement of the mission of ESCA Ecole de Management, namely the training of creative and responsible managers – entrepreneurs who are capable of developing their leadership, managing in a complex and constantly changing environment and improving corporate performance in an emerging economy. The Entrepreneurship & Leadership Institute fosters intellectual production in order not only to contribute to development of the spirit of entrepreneurship and the enriching of management skills, but also to develop managerial practices, namely those of leadership in an ever-changing society. The Entrepreneurship & Leadership Institute is autonomous and open on its national as well international environment.

The Institute’s objectives are to:

- Promote the spirit of entrepreneurship and efficient and appropriate leadership practices.
- Create synergy between the stakeholders with the same objectives: experienced or potential company managers, public or private bodies and institutions, research centers, universities, national and international partners, students.
- Organize, steer and participate in symposiums, seminars, conferences and workshops in order to encourage the exchange of skills and know-how between professional and academic centers nationwide and worldwide.
- Publish and spread skills, knowledge and the findings of research in such areas.

Institute for Research in Geopolitics and Geoeconomy

The Institute for Research in Geopolitics and Geo-economy has developed extensive expertise on African issues: despite unfavorable international economic conditions, African countries remain in the top of countries recording the fastest economic growth rates. Multinational companies start targeting African countries, particularly through
Morocco: Chinese companies are interested in hydrocarbons, Middle East Emirates in cereals and European companies in the mining industries. However, several tangible risks may jeopardize these business opportunities, affect business climate and impede the continent's economic potential: problems of governance and transparency, lack of adequate or sufficient infrastructures, political instability, current uprisings, rise of ethnic conflicts, terror threats are among many other barriers to entry.

Through its research projects, the Institute promotes several recommendations to overcome obstacles and transform opportunities into viable and sustainable economic activities:

- Rethinking the economy so that the state and the company can synchronize their mutual efforts
- Breaking the dependence on recurrent annuities from raw materials, reinventing resource optimization processes, and innovation
- Making education the cornerstone of human development
- Involving local communities in social innovation
- Turning factors of failure into critical success factors in Africa
- Taking into account Corporate Sustainability and the transforming risks of failure into critical success factors in Africa

The Institute for Research in Geopolitics and Geo-economy (IRGG) supports many intellectual activities and produces various publications (books, reports, etc.). At the institutional level, the Institute organizes an annual seminar on Geopolitics and Entrepreneurship Issues and involves its members in international conventions (the annual “Geopolitics Festival” is organized by ESCA Ecole de Management and Grenoble École de Management together).

Research Publications on Business Ethics and Sustainability

ESCA Ecole de Management and research teams have a long tradition of writing cases, books, articles and other publications across a wide spectrum of management issues (strategy, governance, finance, accounting, marketing, communication, law, applied economics, etc.).
Below are listed cases and technical notes published by ESCA Ecole de Management's research professors in the field of sustainability of social, environmental and economic value (business ethics, sustainability, corporate social responsibility):

<table>
<thead>
<tr>
<th>Authors</th>
<th>Title</th>
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<tbody>
<tr>
<td>L. BELHCEN &amp; Y. ABITTAN</td>
<td>HPS, a successful South/North Technology Transfer Model</td>
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<tr>
<td>J. BOUKOURAY</td>
<td>The Sustainable &amp; Lowcost Broadband Business model. SOCIAL ECONOMIC DIGITAL INNOVATION Case</td>
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<td>M. BENCHOUIKHA</td>
<td>Fair Trade Business Model: Maroc Taswiq Business Case</td>
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<td>L. BELHCEN &amp; H. BOUSTA</td>
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<td>International marketing: case of a southern brand penetrating developed countries. The ZID ZID Kids Case</td>
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<td>Y. REDOUANE</td>
<td>Sports Club Management: From Amateurism to Professionalism (Raja of Casablanca Business Case)</td>
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<td>L. BELHCEN &amp; M. CHAOUKI</td>
<td>Organizational and strategic changes: MDJS business case</td>
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<tr>
<td>B. BENHIDA</td>
<td>The strategy of internationalizing Moroccan Companies: AttijariWafa Bank</td>
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**HPS, a Successful South / North Technology Transfer Model**

In June 2014, the ‘Euro-Mediterranean Managerial Practices and Issues’ award (an initiative conducted by the EFMD, European Foundation for Management Development) was granted to Dr. Lhacen Belhcen and Dr. Yoni Abittan, both research professors at ESCA Ecole de Management for their business case ‘HPS: A Successful South / North Technology Transfer Model’.

The case discusses HPS, a Moroccan company and provider of high-tech electronic money solutions ranked among the 15 world providers of electronic payment systems. 90% of its turnover is accounted for abroad. Its grey matter consists of the PowerCard solution. The authors particularly investigate the HPS strategy for expansion abroad. The case provides a practical reading grid to better encompass the main corporate strategy concepts and involves a dual originality: on one hand, the electronic payment sector is an interesting one to analyze, on the other hand, HPS is a Moroccan success story that fascinates due to its business model and management style positioning it as a genuine multinational in a cutting-edge technological sector.
SME Tax Management

Tax avoidance and tax evasion are major areas of concern in Morocco, with issues such as corruption, collusion and nepotism. Because of lack of clear separation between company ownership and management as well as lack of transparency of financial statements, a majority of Moroccan Small and Medium Enterprises are structured so as to encourage tax strategies that turn out to be harmful for developing economies such as Morocco’s.

"La Gestion Fiscale des PME" ("SME Tax Management"), the new book by Pr. Ahmed Acherqui, professor at ESCA Ecole de Management, constitutes a toolkit for small business operators: this book explains and analyses Moroccan tax system, while promoting socially-responsible tax strategies. The book encourages business leaders to enjoy the benefits of corporate citizenship, while accepting to pay their share of the tax lawfully - taxes that are vital to the financing of infrastructures (education, health, transport, etc.) and market economy. Pr.Acherqui’s book relevantly shows there is a need to align financial strategies and business models in Morocco, for companies choosing to implement CSR. Transparency and ethical approaches to doing business become requirements.

References:
La Gestion Fiscale des PME (in French), La Croisée des Chemins Editions, 2014.
Purpose 5 : Partnerships

**Principle**

We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

**Corporate Interactions and Partnerships**

ESCA Ecole de Management considers that the dialogue between businesses and business schools will enable the development of effective learning and experiences. ESCA Ecole de Management is determined to maintain close links with the firm in order to develop efficient and long-lasting collaborations with the professional world, for the benefit of its students and Alumni, and to diffuse best ethical standards for responsible management, while sharing the best practices for businesses’ sustainable development. Connectivity to Corporate World has always been integrated at the design stage of the School’s pedagogy and the business world has been at the center of the students’ learning process in order to foster their success in the corporate world. For the Grande Ecole Program, relationships with the professional world take several forms:

**A Grande Ecole graduate spends at least 12 months of his/her study path in-enterprise internships.**

The cumulated duration of internship time over the 5 years of the program amounts to the equivalent of a full year in a company. The Year 4 and Year 5 internships are professional assignments. In Year 5, ESCA Ecole de Management students complete their program by a 6-month professional mission. This feature enables students to take advantage of the privileged contacts the School maintains with its corporate partners, makes it possible for them to show their skills, and facilitate their integration in the enterprise hosting their final internship. In fact, many students are offered a position right after this mission.

**The involvement of company executives in the evaluation and supervision of students**

Students are supervised by an in-enterprise correspondent, who will be called to evaluate the students’ work and production during their internships and courses.

**Presence of Professionals in the Faculty**

A high proportion of faculty members possess a large professional experience in Auditing and Management Control, Communication, Human Resources Management, Law, Project Management, Marketing and Sales, etc. and share their knowledge with students. Over 100 managers and executives, including Alumni, enrich our programs every year, and contribute to the quality of the teaching, by reporting on their experience. Enterprises are
also present during students’ thesis defense presentations and sit on the panels that evaluate their performance.

**Organization of an Annual ’Job Day’**

This is a recruitment forum gathering employers and students. This enables Human Resources managers and executives, including Alumni, to identify their future high potential employees amongst ESCA Ecole de Management students. Some thirty companies have attended the Job Day in 2013.

**Conferences and Workshops on Professional Topics**

All through the year, students meet executives from Moroccan and foreign companies, to ensure an experience sharing that gives them access to the best operational practices, etc.

**Company visits**

Students have the opportunity to discover the companies’ operations.

**Applied research policy**

With its applied research policy, ESCA Ecole de Management puts the enterprise at the core of its faculty’s activities. Lecturer-researchers are constantly tuned to economic and social trends to make the program contents evolve and build business cases that deal with concrete issues and success stories that can be used in class.

**Corporate Partners**

ESCA Ecole de Management’s Corporate Partners enjoy a privileged position within our community. The objectives of corporate relations are to create, manage and develop relationships between the School and Enterprises which will benefit students, graduates and the businesses themselves. Our priority is to provide a range of opportunities for dialogue between ESCA Ecole de Management stakeholders and businesses about issues of common interest:

- career opportunities and access to top talents through internships and employment agreements
- networking through events and conferences hosted by ESCA Ecole de Management
- Visibility through company visits
- Access to cutting-edge research produced by our faculty
- Speaker opportunities: corporate partners are invited to put forward speakers for a variety of events.

ESCA Ecole de Management is a partner of more than 50 businesses, a representative sample of Morocco’s economic fabric in terms of size and sectors. Corporate partners include:
telecommunications (Inwi)
insurance & banking (Wafasalaf, Vivalis, Wafa Gestion)
real estate (Jet Group, Yasmine Immobilier)
transport and tourism (Royal Air Maroc, Atlas Voyages)
distribution and commerce (Richbond Top Class, Planet Sport, Kitea)
FMCG (Procter & Gamble, Nestlé Maroc, Coca Cola)
Gas, petroleum and pharmaceuticals (Air Liquide, Total, Petrom)
Consulting (Price Waterhouse)
Press (Archimedia Group)
Car industry (Toyota, Peugeot Sopriam, Hyundai)

**Academic Partners**

As part of its internationalization strategy, ESCA Ecole de Management has developed an international network of more than 60 partner business schools and universities worldwide. The objective of such partnerships, developed with mutuality, transparency and reciprocity, is to develop shared expertise on skills, knowledge and attitudes and enhance the capacity of scholars and students in both local and foreign partner institutions to understand each other and teach more intelligently about each other and the world. Indeed, by proliferating and expanding academic partnerships abroad, ESCA Ecole de Management can increase the quality of international education. Partnerships can be considered as entry points for ESCA Ecole de Management to engage with the rest of the world, starting with students participating in exchange programs. For faculty, teaching and conducting research abroad are important means for gaining international knowledge. These partnerships include:

**International double-degree opportunities**

Several partners (Grenoble Ecole de Management, Université de Lille 1, École de Management de Normandie, etc.) recognize ESCA Ecole de Management’s Grande Ecole Program as equivalent to their own degrees and offer a double award to students who have studied on the Grande Ecole Program and completed their programs with them, or vice versa.

**Faculty Exchange**

On the one hand, several international lecturers spend some time lecturing on the Grande Ecole Program and take part in intellectual contribution activities. On the other hand, international guest speakers take part in the conferences, in student defenses, and joint exam boards, etc. Finally, the great majority of local core and adjunct faculty possess an international education and/or experience. In 2013, over 70% of Grande Ecole Program lecturers came from abroad or held previous international experience. ESCA Ecole de Management’s faculty also makes regular trips abroad to take part in lecturing or knowledge sharing activities (Conferences, colloquia, etc.).
Summer Programs

ESCA Ecole de Management students have also the opportunity to take part in 3-to-4 week programs organized by our foreign partners at different times in the year. Such programs are a good opportunity to combine activities, courses and leisure. By means of illustration, over the last years, our students have had the chance to attend the programs offered by ESSCA in Budapest and Audencia in France, for example.

Incoming Exchange Programs

The Grande Ecole Program hosts students coming from many international partners to take courses within the "International Business" class. As this "Global Classroom" annually includes some 20 over 50 foreign students, our students have thus the opportunity to enjoy a rich cultural environment thanks to the presence of international students from a variety of nationalities.

International Mobility

This axis is one of the most important means to introduce an international dimension into the Grande Ecole Program pedagogy. The exchange program is recommended for all students in the Grande Ecole Program from Year 3 and is a mandatory pre-requisite for “International Business” students. Grande Ecole students have also the option to serve their internships in international, multinational or abroad-based companies, provided they comply with the School’s internal regulations. In addition, they may attend international conferences or colloquia. This international experience helps them develop an international culture and to be open to the world (e.g. International Exchanges), while indirectly strengthening their managerial skills acquired in class or during internships.

For the specialized masters, study trips are organized every year for participants. Among the latest destinations in recent years: EDHEC Business School, and Grenoble Ecole de Management (France), ICHEC (Belgium), University of Stellenbosch (South Africa), Koc University (Turkey), University of San Diego and California State University at Long Beach (USA), etc.

Study Trips: ESCA Initiates the World to African Business Etiquette

“Doing Business in Morocco and in Africa : culture, society, entrepreneurship in developing economies” offers students a unique and exceptional opportunity to explore Morocco as one of the most attractive options for investment the region. Approximately 80 MBA students and academics from ESCA Ecole de Management partners universities explored Moroccan business and society in 2013-2014 during one-week study trips in immersion. Students from Grenoble Ecole de Management (France), EDHEC Business School (France), New York Stern School of Business (USA), University of San Diego (USA), California State University Long Beach (USA) Stellenbosch University (South Africa),
IcHEC (Belgium) and Koç University (Turkey) were exposed to a cultural and business environment that contrasts to Europe, North America or Asia through:

- Lectures intended to expose participants to Morocco and Africa’s growing economies and to the ways in which local and multinational companies (large and small) have made the most out of the market potential. Curriculum includes:
  - Doing Business in Morocco (Culture, History, Business Etiquette, Economy, Trade, Growth)
  - How Multinational Companies Target African Markets through Morocco
  - Entrepreneurship in Emerging Countries
  - Etc.
- Corporate visits to leading Moroccan companies that have driven Morocco’s economic emergence and have positioned the country in the global economy
- High-profile meetings and presentations with senior executives and business leaders from a variety of backgrounds: Moroccan champion entrepreneurs, government speakers.

Connectivity to African Businesses and Business Schools

ESCA Ecole de Management contributes to African institutions, through INSEAM (Euro-Mediterranean Management Institute), which aims at contributing to the economic and the social development of the Maghreb, Sub-Saharan Africa and, indirectly, all emerging economies. Under this initiative, ESCA Ecole de Management, in partnership with Grenoble Ecole de Management, has launched a Euro-Mediterranean Management Institute which includes over 10 partner institutions from various African French-speaking countries. This Institute enables knowledge sharing actions between European and African academic institutions on pedagogical and research topics. It also enables co-joint training activities:

- ESCA Ecole de Management has opened an excellence track for the best students of the INSEAM network.
- “Entrepreneurship & Leadership” and “Quality Development” seminars are organized for and hosted by the members of the INSEAM network.

Nationwide and International Influence through Associations

ESCA Ecole de Management strives to achieve national and international recognition as a business school through national and international associations:

Conférence des Grandes Ecoles

The “Conférence des Grandes Ecoles” is Morocco’s national representative body of Moroccan business and engineering higher education schools. Its role is to encourage and coordinate initiatives on high education, with an objective of improving sustainability and
excellence of Moroccan “Grandes Ecoles”. The Association maintains and develops the relationships between its members in a spirit of openness and solidarity, and represents their interests and leadership towards national government and ministries. Various events are regularly organised within working groups on the following themes: accreditations, financing, research, etc.

**European Foundation for Management Development (EFMD)**

EFMD is a global, membership driven organization, based in Brussels. As the largest International network association in the field of management development, the EFMD network includes over 750 institutional members and reaches over 16,000 management development professionals from academia, business, public service and consultancy across 80 countries worldwide. EFMD plays a central role in shaping an international approach to management education and is a unique forum for information, research, networking and debate on innovation and best practice in management development. EFMD provide an international platform to bring together leaders in the management education profession in order to reflect upon major issues that they have in common.

**Association to Advance Collegiate Schools of Business (AACSB)**

AACSB International is the world’s largest network of business schools, including more than 1,369 business schools (in 89 countries & territories) and 50 business members devoted to the advancement of management education. AACSB is a nonprofit membership organization. It provides its members with a variety of products and services to assist them with the continuous improvement of their business programs and schools.

**Global Business School Network (GBSN)**

Established in 2003, GBSN tackles the developing world’s severe shortage of management talent by building local management education capacity with programs, networking and events. GBSN’s capacity building programs match its international network of top business schools with colleagues in the developing world for cross-cultural knowledge exchange and collaboration.

**Research Partnerships**

**Moroccan Research Consortium ESCA Ecole de Management / Université Hassan II**

ESCA Ecole de Management has developed jointly with Hassan II University (Casablanca), a research consortium (Consortium de Recherche et de l’Enseignement Supérieur) that includes local universities and schools. Alongside this, it has set an agreement with Mohammed V Souissi University (Rabat) for teaching and research activities. This initiative has enabled the school to develop a South-South partnership to support the
Université de Parakou in Benin and offer a program in Entrepreneurship and the training of four doctoral students there, by involving the ESCA Ecole de Management Leadership and Entrepreneurship Institute. Such efforts tend to be consistent with the international opening of the Moroccan economy thanks to foreign investment there and companies export strategies, and its ambition to be recognized as the hub for African Business. They also contribute to the Schools’ Mission as regards the emerging economic context. This project is funded by Netherlands-based CINOP GLOBAL, whose mission is to develop high quality vocational education and training, two essentials for social development and economic growth in emerging countries.

**PORFIRE Project, a European Union Initiative**

TEMPUS is the European Union’s programme which supports the modernization of higher education in the partner countries of the Mediterranean Region, mainly through university cooperation projects. Within the TEMPUS framework, the PORFIRE project aims at:

- Creating an environment for the emergence of regional centers for education, innovation and research in the Maghreb countries
- Strengthening University / Enterprises partnerships
- Developing the knowledge triangle Education / Innovation / Action Research.

PORFIRE is based on multilateral partnerships between higher education institutions in the European Union and the Partner Countries:

**In Morocco**
- ESCA Ecole de Management (Casablanca)
- Université Mohammed V Souissi (Rabat)
- Université Ibn Tofail (Kenitra)

**In Algeria**
- Université Badjji Mokhtar (Annaba)
- Université Mentouri (Constantine)
- Ecole Normale Polytechnique (Oran)

**In Tunisia**
- Université de Sousse (Sousse)
- Université de Gafsa (Gafsa)

**In Europe**
- Grenoble Ecole de Management (Grenoble, France)
- HEC - Université de Liège (Liège, Belgium)
Purpose 5: Partnerships

| Polytechnico di Torino  
| Torino, Italy       |
| Athens University of Economics and Business  
| Athens, Greece |

PORFIRE promotes the exchange of knowledge and know-how between these institutions on various themes such as curriculum development, university governance and links between higher education and businesses. The originality of this project is to bring together teachers, students and businesses in the development of innovation and entrepreneurship projects that are harmoniously integrated into the curriculum.

ESCA Ecole de Management’s approach particularly relies on three fields: Innovation, Entrepreneurship and Action Research. The School promotes innovation and entrepreneurship education within existing curricula and programs, and encouraging training for faculty and students in these fields.

INSEAM: Hand-in-hand with Africa for growth

The mission of this international network is to build a win-win partnership between its members (higher education institutions in Francophone Africa) and create optimal conditions for the development of academic excellence and the implementation of entrepreneurial and managerial models adapted to African contexts.

Since its inception, members of the network gather during an annual meeting organized on a partner institution’s campus to discuss issues related to the organization and international visibility of the network. After the meetings of Grenoble (October 2011), Casablanca (May 2012), Cotonou (March 2013), the last meeting was scheduled in Paris 20-21 February 2014. These meetings also include scientific conferences: "Entrepreneurial Innovation and Sustainable Development in Africa" was the highlight of the last annual meeting that covered the following topics:

- The institutional environment for entrepreneurial innovation in Africa
- Forms of entrepreneurial innovations
- Differentiating factors of entrepreneurial innovation and sustainable development
- Models of sustainable entrepreneurial innovation
- Links between sustainable development and the emergence of innovative entrepreneurs in Africa
- Economic, social and societal impact of entrepreneurial strategies that consider sustainable development issues
- Conditions for successful start-ups and innovative African leaders.
Following the INSEAM meeting in Paris in February 2014, the network planned the publication of a book entitled “Innovation Entrepreneuriale et Développement Durable en Afrique” (*Entrepreneurial Innovation & Sustainable Development in Africa*), a book that would be a compilation of the articles and Africa-oriented business cases presented and prepared during the scientific conferences. This book’s objective is to be a toolkit to better understand and analyze African emerging economies in perspective with CSR and sustainable development issues. Directed by Pr. Emmanuel KAMDEN and with a preface by ESCA Dean Thami GHORFI, the book is to be published in October 2014 and includes the following chapters:

**Part I: Social Entrepreneurship, Corporate Social Responsibility and Sustainable Development (social, economic, institutional, political context)**

Chapter 1: Institutional background and development of sustainable entrepreneurship: A comparative study of Moroccan and Algerian case
* Nadia GAHLAM, Amina ROUATBI and Emile Michel HERNANDEZ

Chapter 2: Socially-responsible management and Morocco’s economic development: A presentation of Moroccan cooperatives
* Sonia BOUSHABA and Daghti TAOUFIK

Chapter 3: Sustainable development concerns in Cameroon’s companies: An empirical analysis of the determinants
* Dagobert NGONGANG

Chapter 4: Women Entrepreneurship as a sustainable development issue in Morocco
* Nadia LAARAJ and Driss FERHANE

Chapter 5: Culture and managerial innovation of women entrepreneurs in Algeria
* Boufeldja GHIAT

Chapter 6: Technology Entrepreneurship for sustainable Economic Growth: A co-integration analysis
* Lotfi BELKACEM and Islem KHEFACHA

Chapter 7: Standard strategic behaviors of leaders within Agro-Food SMEs in Benin: Wealth creation and Poverty reduction
* Leandre GBAGUIDI

Chapter 8: The social entrepreneur in the agricultural sector in SubSaharan Africa: A lever for wealth and job creation
* Hamissou AFFO DAOUĐOU

Chapter 9: Innovation in education and labor market: Case of dual training
* Barthélémy SENOU and Fanougbo AVOCE VIAGANNOU
PART II: Social Entrepreneurship, Corporate Social Responsibility and Sustainable Development: Experiences and Practices in Africa

Chapter 10: Social Entrepreneurship and CSR strategies of large firms: How to reconcile them in developing countries? Case Studies in Senegal
Angélique NGAHA BAH

Chapter 11: CSR, innovation and entrepreneurship in emerging economies: Governance role
Lhacen BELHCEN and Abdelhamid BOUSTA (ESCA Ecole de Management professors)

Chapter 12: Innovative practices of women entrepreneurship in Cameroon: An analysis based on networks
Gilles Célestin ETOUNDI ELOUNDOU

Chapter 13: Entrepreneurs skills and small businesses’ performance: A comparison Cameroon-Senegal
Altante Desiré BIBOU and Raphael NKAKLEU

Chapter 14: The first sustainable and lowcost mobile business model for developing and emerging markets
Jamal BOUKOURAY (ESCA Ecole de Management professor)

Chapter 15: Newcopark Iscam Madagascar: A ISCAM-based business incubator for Sustainable Development
Camille RATSIMBAZAFY

Chapter 16: The intercultural dimension of CSR in Africa: CSR that dare not speak its name
Alexandre WONG

Chapter 17: The practice of green marketing in Cameroon businesses: An interpretation in the light of bottled water market
Darius DJOMA
Purpose 6: Dialogue

Principle

We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

We understand that our own organizational practices should serve as example of the values and attitudes we convey to our students.

Governance

ESCA Ecole de Management has a governance structure composed of a Board of Trustees, an Executive Committee and a Scientific and Pedagogic Council. The Council is responsible for validating the strategy and for supplying the school with recommendations with respect to the School’s strategic axes. Accordingly, their main duties are:

- To maintain a link with the professional world and to formulate proposals for partnerships to achieve better employment of graduates
- To set the main orientations for research activities
- To identify corporate needs for management programs
- To make recommendations on the School’s international development.

The Council is composed of: a Chairperson, the Dean of ESCA Ecole de Management, 10 company representatives from a variety of sectors, 5 alumni, 4 Executive Committee members, 3 members from international partners, 5 heads of departments and the Director of Research.

ESCA Ecole de Management also maintains connectivity to the corporate world though its Alumni Association, that unites former students. It provides a variety of benefits and services to help graduates maintain connections to their educational institution and fellow graduates: social events, newsletters, fund-raising, etc.

Conferences

Every year, the ESCA Ecole de Management organizes academic conferences and discussion panels with the participation of researchers, teachers, expert consultants or professionals to exchange views on issues relating to education and research.
Student participation in these conferences allows them to understand the importance of choosing their academic path and to choose, with conviction, the type of training that would correspond perfectly to their profile and expectations, and to understand the issues affecting corporate organizations.

The topics discussed at these conferences are diverse. Through these meetings, but also through an ongoing analysis of management, the academic and pedagogical team of ESCA Ecole de Management is committed to a continuous improvement of trainings along with a comprehensive and a global approach of teaching.

Relevant Conferences based on PRME principles

Islamic Finance: Which opportunities for Moroccan Companies? (April 2014)

In recent years, there has been an increasing demand for greater transparency in finance that led in the Middle-East to a greater regulation of this issue, and the emergence of the notion of “Islamic Finance”. Islamic finance has emerged as a new ethical approach to finance and has taken increasing importance since the financial crises started in 2008, remaining largely unaffected by the economic downturn. With more than 300 institutions across the world, the Islamic finance market has attracted the interest and become a fertile area for professionals from all backgrounds. As an institution always focused on global market trends and developments, ESCA Ecole de Management (Casablanca, Morocco) organized a seminar on “Islamic finance: Which opportunities for Moroccan Companies?” last 30 April 2014.

How does Islamic finance work? Which principles govern Islamic finance? What are “sharia-compliant” transactions? The purpose of this seminar was to respond to the growing interest in the subject, to offer practical insight into this challenging area of contemporary business and finance and to foster productive dialogue about the present status and future directions of Islamic banking and finance in Morocco, while Moroccan Parliament is considering a detailed bill that would regulate Islamic banks and set up a central sharia board to oversee the sector. All eyes are now on Morocco to see how this will develop and who will make the most of these new opportunities.

More than 200 participants attended this seminar that included key industry guest speakers including: Laïdi EL WARDJI, Moroccan Central Banque (« Banque Centrale Populaire ») Executive Officer, Youssef BAGHDADI, Dar Assafa Executive Officer, Khalil LABNIouri, Dar Assafa Sales Director and Board Member, researcher member of Moroccan Association for Studies and Research in Islamic Economics, Ali ALAMI IDRISSI, Optima Finance Consulting Co-Founder.

Social Innovation: An Engine for Growth in Morocco? (May 2014)
What is social innovation? Focused on the public interest, the concept of “social innovation” is being increasingly used when it comes to describing new and innovative responses to recurring problems, directly related to people’s lives (health, employment, food, habitat, mobility, and environment). With a greater consideration of the individual’s needs in the process of innovation, social innovation is a possible route to growth and response to challenges that neither the state nor the market can meet alone: poverty, overpopulation, hunger, malnutrition, unemployment, disease, pollution, inadequate housing, exclusion, discrimination, etc.

In this context, the social economy sector is expected to play an important role in the production, testing and dissemination of sustainable social innovations. Non-Governmental Organizations, associations, non-profit and social enterprises have obviously been at the forefront of social innovation to improve the quality of life of most vulnerable communities but they do not have a monopoly over poverty or unemployment issues: these concerns are today shared by all stakeholders and all companies, even those considered as “classic” and exclusively “profit-oriented”.

The conference organized by ESCA Ecole de Management last May 29, 2014 clarified the concept of “Social Innovation” and discussed how the entire community could benefit from win-win partnerships in a new ecosystem including States / Businesses / Non-Profit Associations / Corporate Foundations / Social Enterprises. Based on studies carried out in the last few years by the Social Innovation and Sustainability Institute, best practices were presented and strongly associated with PRME principles: OCP Foundation (Morocco), SOS Group (France), Access Health International (USA), Citizen Eco Recycling (France) and Kilimanjaro Environment (Morocco).

Morocco, a Regional Hub: Challenges and Constraints (May 2014)

Along with its political developments, Morocco enjoys encouraging growth rates and is the subject of increasing interest from its regional and international counterparts. Armed with these fundamentals, its strategic position, its historical bindings and the social, political and economic reforms it undertook since early 90s, Morocco stands out from the other countries of the region and is getting more and more influential. This international status and exposure allows the Kingdom to project itself to areas as diverse as Europe, Americas, Africa, Asia and the Middle East.

On a day to day basis, Morocco is actively working to position itself as an interface at the intersection of these areas. Its central location between two oceans and two continents makes it a strategic player in the North / South / East / West interface that the Mediterranean Sea embodies. African, Muslim, Mediterranean and Atlantic at the same time, Morocco has strengths that it is aware of and that it needs to consolidate in the future. Morocco now has a tremendous opportunity to become a regional hub in the fields of finance, investment and logistics and a real model of development in the region.
“Maroc Stratégique” Collection (published by Edition Descartes & Cie) is the result of joint research between ESCA Ecole de Management’s Geopolitics and Geo-economy Research Institute and Moroccan Think Tank AMIE (Moroccan Economic Intelligence Association). This collection is intended to produce a roadmap for Morocco’s national strategy of economic intelligence. “Maroc Stratégique: Ruptures et Permanence d’un Royaume en mouvement” identifies political, economic and commercial achievements initiated by the Kingdom, and discusses conservative socio-cultural forces.

“Morocco, a Regional Hub: Challenges and Constraints” conference discussed the challenges and constraints regarding Morocco’s future developments. The lecture included Moroccan and European guest speakers, including: Rachid BELMOKHTAR, Moroccan Minister for Education, Chairman of National Human Rights Commission of Morocco; Abdelmalek ALAOUI, Chairman of Moroccan Think Tank AMIE (Moroccan Economic Intelligence Association); Saïd IBRAHIMI, Casablanca Finance City CEO; Barah MIKAIL, Senior Researcher at Spanish Institute FRIDE on Middle East and North Africa and Pr. Bouchra RAHMOUNI BENHIDA, Director of IRGG (Institute for Research in Geopolitics and Geoeconomics).
Future Perspectives / Key Objectives

As an institution of high learning involved in the education of current and future leaders, ESCA Ecole de Management is committed to uphold the United Nations Global Compact Principles of Responsible Management Education, and to engage in a continuous process of improvement in the application of the Principles for Responsible Management Education.

As a signatory to the principles, we believe that the values of social responsibility and sustainability are important in all areas of the School’s activities.

This includes the areas identified in the principles:
- The business school curricula
- Program design, courses and learning
- Research
- Partnerships
- Dialogue with our stakeholders.

Specifically, we aim to continue improving in the following areas:
- Maintain the initiatives already existing on social inclusiveness, responsibility, innovation
- Consolidate our position of international business school: ESCA Ecole de Management strives to become one of the most important player in management education in the MENA region and Africa. Bearing global development and internationality in mind, diversity is one key element to achieve this vision, ESCA Ecole de Management will seek national and international notoriety by recruiting and training students and managers from all over the world. The School has identified operational objectives to achieve this goal:
  - Increase the quantity of international faculty
  - Internationalize experiences in academic programs
  - Strengthen the international focus of its executive education
- Create a global community which unites and connects a vast network of businesses, alumni, professors, researchers, staff and students
- Consolidate the activities and encourages the School's research production and publications on CSR and sustainability issues : strategy, stakeholder relations, etc.
Contact Information

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