SUSTAINABLE DEVELOPMENT AND SOCIAL RESPONSIBILITY (SD&SR) REPORT

This is our Sharing Information on Progress (SIP) Report on the Implementation of the Principles for Responsible Management Education.

The pioneering spirit
ESSEC Business School,
The Pioneering Spirit

FOUNDED IN 1907, ESSEC BUSINESS SCHOOL IS AN ACADEMIC INSTITUTION OF EXCELLENCE THAT THROUGHOUT ITS HISTORY HAS BEEN DEFINED BY ITS PIONEERING SPIRIT.

Whether in initial or continuing education, ESSEC offers a wide range of programmes for anyone seeking an extraordinary learning experience and an opportunity to hone their skills, assert their leadership and enter the top ranks of management.

Backed by an extensive network of companies and academic institutions in France and around the world, ESSEC is a century-old institution that has built its growth on three principles: innovation, involvement and internationalisation.

As an institution fuelled by research and an ambitious policy of partnerships with top-level institutions, ESSEC constantly strives to provide its students with cutting-edge knowledge, a cross-disciplinary education and the latest technologies. ESSEC's academic excellence is recognised in particular through its adherence to the highest international standards in management training and its “triple crown” accreditation from EQUIS, AACSB and AMBA.

Characterised by a deeply humane tradition, ESSEC has made the link between business and society a key research topic and a fundamental component in the training of responsible managers. By the same token, ESSEC believes that innovation, knowledge and value creation must serve the public good.

With students from 98 countries, a largely international faculty and a campus in Asia-Pacific since 2005, ESSEC is a multicultural global institution. Its international presence is growing, with a new 6,500 m² campus in Singapore and an Africa-Atlantic campus in Rabat, inaugurated in April 2017.

ESSEC’s three areas of focus - innovation, involvement and internationalisation - shape the academic philosophy common to all its programmes: guide all students along an educational pathway towards achieving the freedom to do whatever they want. Studying at ESSEC means blazing your own trail to the future and being part of a close-knit community of 50,000 graduates across the globe!

Welcome to ESSEC!

FT
International Rankings
Business Education 2018

#4 Master in Management
#5 Master in Finance
#14 Executive Education Programmes
Our commitment

True to its pioneering spirit, ESSEC joined the PRME (Principles for Responsible Management Education) initiative in autumn 2007. This community of higher education institutions reflects ESSEC’s own values, which place sustainable and responsible management at the heart of its educational model.

ESSEC firmly believes that values are not decreed but are proven in everyday action. Therefore, we embrace sustainable development and social responsibility in everything we do: in our faculty’s research, in our initial and continuing education programmes, and in the actions we take in association with businesses and with the economic and social communities. Chairs and research centres in these fields have now become emblematic of the School. They are numerous and include the Philanthropy Chair, the Social Entrepreneurship Chair, the Leadership and Diversity Chair, the Edgar Morin Chair on Complexity, and the CONNECT Centre. Furthermore, from the 2019 academic year onwards, the Responsible Leadership course will be mandatory for students in the Grande École programme so that they are all appropriately educated in these issues, which are an integral part of management as defined by ESSEC.

To sustain this commitment to responsibility and diversity, the Centre of Excellence for Management and Society (CEMAS), founded in 2014, works daily to coordinate ESSEC’s multiple activities in this area. Representing ESSEC in economic and social debates on these topics, it forms a link between research conducted by faculty, teaching delivered across the full range of programmes, and joint projects with companies and organisations, for which sustainable growth is the next major challenge. To take its commitment to a global scale, ESSEC is also a founding member of a global alliance of business schools, the Council on Business & Society, which aims to better understand and promote links between business and society.

The PRME report provides a valuable overview of the actions our Institution takes every day in the areas of sustainable development and social responsibility. It provides an opportunity to take a step back and more effectively assess our actions and their impact. To ensure that the response to the challenges arising from the fourth industrial revolution is firmly underpinned by human values, ESSEC is committed to training responsible leaders capable of facilitating change for the common good.
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ESSEC Business School: a committed institution

Building and passing on knowledge for the common good

ESSEC Business School is a top-level academic institution fuelled by the research its faculty members conduct. Its reputation is grounded in a pioneering spirit that shapes its scientific ambition and pedagogical approach, and powers its alumni community. It has set itself a mission to develop and share cutting-edge knowledge in order to educate and identify agile and responsible leaders, as well as shed light on the actions of business and organisations and on social trends. ESSEC encourages its students and all those who take part in its programmes to anticipate and address the economic, managerial, social, environmental and ethical challenges associated with an increasingly unpredictable world.

It helps them achieve increasingly complex objectives by making the most of both technology and human resources. ESSEC Business School produces open-minded, agile and creative professionals through its undergraduate, executive and PhD programmes in Europe, Asia-Pacific, Africa and beyond. These professionals learn to combine their academic knowledge and cultural heritage with their own experiences in order to forge their own paths to freedom and to personal and collective success.

Innovation and meaning

Since the school was established in 1907, the ESSEC community has set itself apart by an unwavering effort to encourage innovation and involvement. This is manifested by its unique educational endeavour, a capacity to build bridges between business and society, and also by a deep desire to train and guide free-spirited individuals and entrepreneurs. The ESSEC community relies on values such as humanism, innovation, responsibility, excellence, and diversity to guide new students as they make their plans for the future.

Whether designing a business ethics class in 1929, opening the school to girls in 1970, building a campus in Asia and now Africa, or creating chairs to tackle the issues of Big Data, philanthropy, leadership, and diversity, ESSEC has always found a way to anticipate economic and social developments and help its students and partners meet the challenges of tomorrow. True to its commitment to society, ESSEC was the first school in France to begin a higher education apprenticeship programme followed by an equal opportunity programme in 2002 called “Une grande école: pourquoi pas moi?” (A top business school: why not me?)
Centre of Excellence for Management and Society (CEMAS)

Created in 2014, the Centre of Excellence for Management and Society (CEMAS) aims to forge close ties between research, education and action to ensure that management serves the common good and furthers sustainable development.

As a centre of excellence, CEMAS aims to play an active role in the entire academic value chain, from research and the public dialogue to initial and continuing education.

In an increasingly complex world, CEMAS wants to help improve the understanding of the risks and opportunities associated with sustainable development, CSR or societal issues in the broadest sense.

Its objectives are:

- to coordinate and ramp up research efforts in the “Management and Society” field by organising Research Seminars. These crossdisciplinary seminars (open to all the academic departments at ESSEC) are often also an opportunity to invite foreign researchers to share their latest research in the field;

- to increase the inclusion of “Management and Society” courses in initial and continuing training programmes;

- to support and guide social responsibility initiatives on ESSEC campuses, both from the perspective of the institution and the student body.

A global commitment to education in responsible management

ESSEC is affiliated with the GRLI (Globally Responsible Leadership Initiative), an international organisation supported by the United Nations Global Compact, the AACSB and the EFMD. GRLI is a global “think-and-act tank”, a crossroads of bold initiatives in management training.

In 2007, ESSEC also helped found the United Nations PRME (Principles for Responsible Management Education) initiative. The purpose of the PRME is to promote education in responsible management, as well as enlightened research and leadership by building bridges and stepping up cooperation between the United Nations, the Global Compact and academia. The aim of the PRME, as set out in its “Vision 2030”, is to further compliance with the Sustainable Development Goals through management training. Every two years, ESSEC prepares a Sustainable Development and Social Responsibility report (this is the 2018 report), which is then published on the PRME international platform.
Actions, review and objectives

EVERY YEAR, THE CENTRE OF EXCELLENCE FOR MANAGEMENT AND SOCIETY (CEMAS) ORGANISES ESSEC’S SELF-EVALUATION AND PERFORMS A REVIEW OF ITS ACTIONS IN SUSTAINABLE DEVELOPMENT AND SOCIAL RESPONSIBILITY (SD&SR) BASED ON THE GUIDELINES ESTABLISHED BY THE CONFERENCE OF GRANDES ÉCOLES (CGE) AND THE CONFERENCE OF UNIVERSITY PRESIDENTS (CPU). THE GUIDELINES SET THE POSITIONS ON 18 STRATEGIC AREAS IN FIVE KEY CATEGORIES: GOVERNANCE, TRAININGS, RESEARCH, ENVIRONMENT, SOCIAL POLICY AND REGIONAL FOOTHOLD.

To complete the self-evaluation and update the SD&SR guidelines, CEMAS collected information from over 40 people on the measures implemented and the indicators used, and asked them to provide supporting documents, a self-assessment of their performance level in 2018, and the one-, three- and five-year goals for initiatives of direct interest to them. The guidelines can also be used by all parties to guide their strategy and SD&SR actions. The information collected has also been leveraged by the accreditations and quality hub, notably for the EQUIS accreditation process.

Governance

The 2018 ESSEC self-evaluation and the one-, three-, and five-year goals

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<tr>
<th>GOVERNANCE</th>
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<tbody>
<tr>
<td>1. Join all the stakeholders in helping to build a responsible society</td>
<td>3</td>
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<td>2. Devise a standard policy on sustainable development and social responsibility and roll it out across the institution</td>
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Definition of levels:
1 = awareness, 2 = initiation, 3 = compliance, 4 = proficiency, 5 = benchmark.

1. Join all the stakeholders in helping to build a responsible society

1.1. Raise awareness of staff and students and involve them in developing sustainable practices

ESSEC Business School has set itself a mission to develop and share cutting-edge knowledge in order to educate and identify fearless pioneers and influential leaders, as well as shed light on the actions of business and organisations and on social trends. ESSEC encourages its students and all those who take part in its programmes to anticipate and address the economic, managerial, social, environmental and ethical challenges associated with an increasingly unpredictable world.
RSE Campus@ESSEC was created in 2014 at the same time as the Centre of Excellence for Management and Society (CEMAS), as a follow-up to the “ESSEC for the Common Good” initiative.

RSE Campus@ESSEC sets out best practices for social responsibility and rolls them out across the various ESSEC campuses through working groups composed of faculty members, staff and students.

Its main missions on the ESSEC campuses are to:
- Promote, develop and monitor sustainable development and social responsibility activities.
- Develop a CSR Strategy for all ESSEC stakeholders.
- Support students and facilitate their inclusion.
- Mobilise internal support and resources to integrate CSR principles into everyone’s activities.

Develop partnerships for RSE Campus@ESSEC in France and abroad; seek financing from companies and donors.

The working groups set up by RSE Campus@ESSEC are led by dedicated ESSEC coordinators who contribute – through their actions and the sharing of data and indicators – to updating the SD&SR guidelines for Higher Education and the CSR sections in accreditation documents and rankings.

Dedicated working groups

Since 2014, twelve Sustainable Development and Social Responsibility working groups have been set up with the backing of CEMAS and RSE Campus@ESSEC so that faculty, staff, students, alumni and partners can share their thoughts and actions on the following topics: renewable energy, energy efficiency and climate, eco-mobility, biodiversity, waste collection and recovery, cultural and religious diversity, LGBT, quality of life at work and risk prevention, safety and addiction, food, sport and health, disability.

Key events related to sustainable development and social responsibility issues

- Disability and Talents Week (12-16 March 2018)
- Week of the Human (24 to 26 April 2017)
- Involvement Week (14 to 21 October 2017)
- Business and Society seminar (29 August 2018)
- Imagination Week (2 to 5 January 2018)
- Understand and Change the World seminar (10 to 21 September 2018)
- Gender Equality Days (6 to 9 March 2018)
- Open Forum for Disability (22 May 2018)
- LGBTQ + Workplace roundtable and workshop (1 March 2018)

Key figures

12 SD&SR working groups

26 events took place during Involvement Week 2017 on three campuses in parallel, bringing together students, faculty and staff
1.2. Work with regional and international stakeholders to change behaviour and build a responsible society together

People at ESSEC are working together to share best practices in Sustainable Development and Social Responsibility (SD&SR) locally and globally by holding public events to discuss these topics, publishing white papers, sharing their research findings, working with companies on these issues, etc.

The Centre of Excellence for Management and Society (CEMAS) and its SD&SR networks

CEMAS and the various actors at ESSEC are members of several SD&SR networks, attend meetings and seminars, share best practices and coordinate projects, mainly as part of the:
1. GRLI (Globally Responsible Leadership Initiative).
2. PRME (Principles for Responsible Management Education).
3. CGE (Conference of Grandes Écoles). ESSEC faculty and staff are involved as experts or leaders in themed working groups on sustainable development, social acceptance, gender equality, disability and addiction prevention.
4. CIRSES (Collective for the Integration of Sustainable Development and Social Responsibility in Higher Education).
5. ComUE (association of universities and higher education institutions), Paris-Seine University - ESSEC sits on the Steering Committee of the Regional Centre of Expertise (CRE) for education in sustainable development, certified by United Nations University.
6. The Urban Community of Cergy-Pontoise.

The Council on Business & Society is an international alliance that creates connections between the business world and society

Created in 2011, the goal of this international business school alliance between ESSEC Business School, Fundação Getulio Vargas FGV-EASP (Brazil), Warwick Business School (United Kingdom), School of Management Fudan University (China) and Keio Business School (Japan) is to create connections between the business world and society. The Council on Business & Society is a unique alliance that seeks to create and disseminate knowledge through a digital platform, a quarterly magazine of international colloquia, student projects, teacher exchanges and research projects focused on responsible leadership and trade. Twitter: @The_CoBS

See appendices.
Supporting sustainable projects through incubators

Antropia
Created in 2008 by the Social Entrepreneurship Chair, Antropia is tasked with providing high-level support for the establishment, development and scale-up of sustainable business projects with a high social or environmental impact. There are four programmes depending on the project’s progress: Shake Up, Start Up, Scale Up, and the Global Social Venture Competition (GSVC).

Some programmes encompass several thematic areas, developed with leading actors in the sector and addressing specific needs (silver economy, sustainable food supply, education, autonomy, disability).

Of the 200 organisations supported over the last 10 years, 75% are still in operation today. They have created more than 1,000 jobs.

In addition to the incubation programme, Gaïa Entrepreneurs offers support for student project owners and organises numerous events to raise public awareness of the challenges involved in the ecological transition (workshops, conferences and hackathons).

The ESSEC Ventures incubator has joined forces with the Ministry of Ecological and Solidarity Transition to support the GreenTech Verte incubator, which uses digital technology to further the ecological and solidarity transition.

Awards and prizes to incentivise and recognise best practices

As the organiser and co-organiser of prizes, awards, and competitions relating specifically to Sustainable Development and Social Responsibility (DD&RS), ESSEC is also helping change the habits of students, directors, executives and entrepreneurs. For example:

• The Global Social Venture Competition (GSVC) – an international business plan competition for start-ups that combine economic viability with social impact. Jointly organised by Antropia and the Social Entrepreneurship Chair
• Participation of the Leadership & Diversity Chair in the “Diversity Awards” organised by the Diversity Council
• The ESSEC Grand Prize for Responsible Trade (see appendixes), the ESSEC Grand Prize for Responsible Consumer Industries and the Daniel Tixier Award for Consumerist Initiative organised by the Mass Consumption Chair.

Gaïa Entrepreneurs
An initiative run by ESSEC and CentraleSupélec, Gaïa Entrepreneurs is an incubator aimed at companies and associations that develop an innovative product or service linked to ecological transitions. Possible fields include biotechnology, water, green chemistry, agriculture and the agri-food industry, sustainable tourism, eco-design, renewable energies and energy efficiency.

ESSEC Grand Prize for Responsible Consumer Industries - 14 February 2018.
2. Devise a standard policy on sustainable development and social responsibility policy and roll it out across the institution

The Centre of Excellence for Management and Society (CEMAS) as key coordinator of SD&SR initiatives

The SD&SR action plan emerged from a consultation process involving the various ESSEC stakeholders, and is managed by the Centre of Excellence for Management and Society (CEMAS)

The objectives are as follows:

- Coordinate and ramp up research into “Management and Society” through a cluster for research and collaborative exchanges.
- Strengthen the foothold and educational leverage of “Management and Society” subject matter in initial and continuing education programmes.
- Develop and advocate for the social responsibility of ESSEC, both from the perspective of the institution and the student body.
- Implement partnerships.
- Assess and carry out projects for the common good.

Evaluate, analyse and communicate the rationale, objectives and outcome of the approach

ESSEC has several means at its disposal to analyse and report on the performance of its SD&RS approach:

- Every two years, CEMAS carries out a review of activities based on the Sustainable Development and Social Responsibility guidelines/Green Plan of the Conference of Grandes Écoles (CGE).
- As part of EQUIS accreditation, a report on SD&RS policy is drawn up.
- ESSEC has been awarded several performance labels, such as the Imprim’Vert (green printing) label.

The general public is informed of SD&SR initiatives via the social responsibility and involvement page on the ESSEC website, the RSE Campus@ESSEC Facebook page, the ESSEC newsletter, and the Reflets ESSEC magazine.
## Education

The 2018 ESSEC self-evaluation and the one-, three-, and five-year objectives.

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<th></th>
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**Definition of levels:**

1 = awareness, 2 = initiation, 3 = compliance, 4 = proficiency, 5 = benchmark.

### 1. Incorporate SD&SR matters into programmes and teaching by updating curricula or developing new initiatives

One of ESSEC’s learning goals is to manage for sustainability and a positive societal impact. Students must understand social, environmental and ethical challenges and learn how to reconcile them with economic objectives in order to have a positive impact on the organisations that they manage and thereby build a more sustainable world.

At the start of the 2018 academic year, ESSEC launched an online Responsible Leadership course involving several faculty members. The course comprises a series of videos covering several CSR-related topics, based on the stakeholder theory. Research and advances in the corporate world are discussed in interviews with faculty members and managers. The course is currently elective but will become mandatory from the start of the 2019 academic year.

Ethics seminars may be mandatory for certain courses, such as the “Ethics and Morality in Finance Professions” seminar for all students in the Grande École’s finance programme.

Several seminars are available to students, including: Understand and Change the World by the IRENE Centre of Excellence team. Since 2015, this seminar has been mandatory for all students taking the Grande École pathway. It seeks to instil a new mindset and build awareness, the goal being to empower and encourage students to help build a more sustainable business and social model.

Conferences in 2018 focused on topics such as "Business and Climate: Responsible Entrepreneurship after COP21" and "What to do about food waste?" See appendixes.

Students in initial education can also join chairs (around 20 students/chair/year) and learn about sustainable development and social responsibility. Examples of chairs working on these themes, and their objectives:

- **Philanthropy Chair:** help to increase the social impact of philanthropists.
- **Edgar Morin Chair on Complexity:** in an increasingly complex world, promote high-quality thinking and bring about the freedom of choice and decision-making needed for greater humanity in the future.
- **Social Entrepreneurship Chair:** provide education on the creation and management of social organisations and on the social and solidarity economy.
- **Chair for Real Estate and Sustainable Development:** encourage both education and research in real estate economics, finance and management, taking sustainable development issues into account.
- **Mass Consumption Chair:** Work together for a more agile, responsible and creative form of consumption in the future.
- **Armand Peugeot Chair, in partnership with École Centrale Paris and Supélec:** disseminate and encourage research into hybrid technologies and the eco-mobility economy.
The ESSEC PhD programme provides expert professors to guide students towards dissertations focused on SD&SR.

**MOOCs and SPOCs**
ESSEC has also created MOOCs and SPOCs related to sustainable development and social responsibility, with the help of its faculty, staff and partners.

They include courses in philanthropy, responsible entrepreneurship and impact investing. The impact investing course was introduced as part of the Build Your Own Course (BYOC) programme, an initiative developed during Imagination Week whereby students are involved in creating new courses with their teachers.

**Specialised certificates**
Each year, during a week-long programme of meetings, testimonials and speeches by HR managers and disability experts, ESSEC students have the opportunity to sit a test with a view to obtaining the “Disability and Talents, Managing Disability in the Workplace” certificate, which is highly sought after by employers.

Every year, all ESSEC students are invited to sit the **Sustainability Literacy Test**, an international questionnaire on sustainable development and social responsibility (SD&SR). ESSEC helped design the first version of the test written for France, along with the Conference of Grandes Écoles (CGE), the Conference of University Presidents (CPU) and the French Student Network for Sustainable Development (REFEDD), and is now working on updating the test in line with ESSEC’s teaching and learning approach.

**Key figures**
► **32 courses** related to Sustainable Development and Social Responsibility (SD&SR)
► **400** undergraduate students every year attend the Understand and Change the World seminar for new students at the Grande École.
► **21 professors** teach courses related to SD&SR
► **6 chairs** conduct activities/offer subjects in the area of SD&SR.
► **11 MOOCs and 5 SPOCs** related to SD&SR.
► **70 students** were awarded the Disability and Talents certificate in 2017-2018.
2. Encourage and support the development of SD&SR skills among students

2.1. SD&SR learning applied in all training assignments, including in corporate settings

As part of their training, in addition to classes, students have numerous opportunities to gain a deeper understanding of SD&SR issues and play an active role in bringing about change.

Understanding social challenges and validating work experience

At ESSEC Grande École, work experience is validated partly on the basis of managerial proficiency in “understanding social issues”. Experience in humanitarian and voluntary work can also be validated to qualify for graduation. ESSEC promotes and rewards unpaid, long-term and impactful social involvement through ‘social value units’ (UVES), which are a supplementary part of degree courses. The Equal Opportunity Centre offers about ten volunteering opportunities per year for the TrouveTaVoie programme in the overseas territories and the PQPM programme in Morocco. The centre also provides many external volunteering opportunities.

Stepping into a multicultural world

ESSEC is aware of the importance of cultural diversity and has set up a hosting system for international students, who make up over a third of its student body. At the beginning of each academic year, ESSEC organises a Welcome Week for all new students and greets international students at the airport when they land in France. A seminar on French culture, and French classes for students on the Cergy campus are also offered. Every year, Melt – an association that helps international students settle in – organises International Week to celebrate international diversity and give different countries an opportunity to showcase their culture, gastronomy, etc.

Gaining experience in the field

All first-year students enrolled in ESSEC Grande École and the ESSEC Global BBA take part in a fieldwork activity where they complete a project or assignment in a social or educational environment. Above all, it opens the students’ eyes to diversity – be it economic, educational, cultural, social or disability related – and encourages them to think about societal issues, such as the fact that some people are more risk exposed and vulnerable than others. Students are asked to consider the complexity of these situations in order to highlight the need for a widespread commitment to social issues. See appendices.

Taking action with the Social Class Project in the ESSEC & Mannheim executive MBA

Integrity, social action and societal responsibility are some of the integral concepts of the training that top executives receive in this 18-month programme where international business leaders attend classes at ESSEC and Mannheim Business School. The Social Class Project helps to create a better society. Trainees choose the project and the whole class works to implement it. It also builds a sense of team spirit among the first-year students and teaches them how to work in a group. The 2018 project was to help organise a horse race called the Galops du Cœur, the proceeds from which go to Restos du Cœur to increase its social impact in the community, boost funds and make the event more sustainable.
2.2. Guidance and recognition for student initiatives in SD&SR projects

Increasing student participation in community projects

ESSEC supports, guides and promotes student involvement in the school’s community-oriented activities.

The central services and student life departments encourage new student societies and their activities. ESSEC employs a community life manager to oversee the activities of student societies, advise them, organise training days, etc. Premises are provided and subsidies granted according to different criteria.

At ESSEC Grande École, some of the community-based activities carried out by students are eligible for UVEP (work experience) credits that count towards their degree.

Student clubs and societies to increase sustainable development and social responsibility

ESSEC has a vibrant student life with 19 student clubs and societies dedicated to sustainable and humanitarian development.

CEMAS and RSE Campus@ESSEC also support student societies in their SD&SR projects.

Mission Handi Capacités supports ESSEC student societies in several inclusive disability events: visually impaired football tournament, participation of disabled teams in the Raid ESSEC, conferences of remarkably successful alumni with disabilities, talent shows, etc.

Noise ESSEC, a highly active society:

Noise (Nouvel Observatoire de l’Innovation Sociale et Environnementale – New Observatory of Social and Environmental Innovation) has branches in many higher education institutions.

In 2017/18, it organised numerous events: sale of baskets of organic and locally produced vegetables on campus, the Babyloan micro-credit challenge, and conferences involving for example Au Royaume des Dates, Circul'R and L214. Noise ESSEC is also involved in RSE Campus@ESSEC working groups (waste sorting, responsible procurement, guide to the eco-design of events).

Key figures

194 students received a UVEP credit in 2017-2018.

53 student clubs and societies engaged in SD&SR activities, including

19 student clubs and societies dedicated to SD&SR and

35 student clubs and societies that are not specifically focused on SD&SR but occasionally or regularly organise activities with an SD&SR component (see appendixes)
3. Encourage the development of a knowledge society that adheres to SD&SR principles

3.1. Expand and support academic approaches, methods and materials that help circulate and provide access to knowledge

Several of ESSEC’s entities are involved in designing innovative educational programmes and tools to increase training and awareness actions in topics related to sustainable development and social responsibility (SD&SR).

Founded in 2014, CEMAS promotes the diffusion of and access to knowledge about SD&SR principles for all ESSEC stakeholders. It works closely with faculty members and the Knowledge Centre. Other ESSEC centres of excellence also implement SD&SR initiatives.

The Knowledge Centre was created in 2015 to develop, promote and support the application of experience, content and tools for education and research. It produces publications on various topics, including one that is dedicated specifically to sustainable development issues. Approximately 15 articles are published yearly by ESSEC professors and researchers.

3.2. Share our best practices and become a global institution

In 2015, ESSEC opened an Asia-Pacific campus in Singapore and an Africa-Atlantic campus in Morocco in 2016.

It has established numerous academic partnerships worldwide, which has helped extend its international reach.

Meaningful partnerships
ESSEC is involved with several international solidarity/SD&RS groups: for example, every year since 2009, faculty members have been travelling to Cambodia with the NGO Pour Un Sourire d’Enfant (PSE) to conduct training courses.

Gawad Kalinga visual missing

Key figures

- 7 centres of excellence, including one dedicated to SD&SR: the Centre of Excellence for Management and Society (CEMAS).
- More than 70,000 visitors to the ESSEC Knowledge website in 2017
- 89 international partners for the Grande École Programme and 32 countries.
- 161 international partners for the BBA and 44 countries.
- 4 campuses: Cergy, Paris-La Défense, Singapore and Morocco
- 7 student clubs and societies involved in international solidarity actions.

Students engaged in humanitarian actions through clubs and societies. ESSEC now has six student societies involved in international solidarity actions. Delta, which carries out humanitarian missions in South Africa; EDI, which conducts economic development projects in Argentina; ESSEC Rugby Team (ESSEC-Pachanama Project), which promotes education through rugby in Madagascar; Potosi Mission, which helps children in Bolivia remain in education; Tournons le Monde (TLM), which produces short “promotional” films for NGOs and associations around the world; Tuong Lai, which promotes education for young people in Vietnam over the long term; and Sari ESSEC, which supports the education of children in India and Nepal.
Research

The 2018 ESSEC self-evaluation and the one-, three-, and five-year objectives

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<tr>
<td>2. Use SD&amp;SR research, procedures and tools to improve initial/continuing education programmes and learning</td>
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<tr>
<td>3. Promote and share the findings of SD&amp;SR research projects with stakeholders, both nationally and internationally</td>
<td>3</td>
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Definition of levels:
1 = awareness, 2 = initiation, 3 = compliance, 4 = proficiency, 5 = benchmark.

1. Advocate for interdisciplinary SD&SR research at the regional, national and international levels

The Centre of Excellence for Management and Society (CEMAS) regularly organises Research Brownbag Seminars. These seminars are open to faculty, PhD students and undergraduates. The aim is to promote academic research in management- and society-related topics at the international level.

They are held once a month throughout the academic year. In 2017-18, several foreign researchers from Aston University (United Kingdom), Universidad del Pais Vasco (Spain) and Universidad San Andrés (Argentina) came to present their work.

CEMAS also organised a special event in March 2018 as part of the ESSEC Gender Equality Days: “Gender in Management Studies”, run by several professors from the departments of accounting and control, management, corporate law and environment, and economics, as well as the leadership and diversity chair.

Several faculty members publish their research in renowned academic journals such as the Journal of Business Ethics, Accounting, Organizations and Society, the Academy of Management Journal and the Stanford Social Innovation Review.

A research centre dedicated specifically to development was created in 2004 as part of the IRENE research centre. The CODE V programme involves a multidisciplinary team of researchers (with backgrounds in philosophy, economics, political science, management, sociology, etc.). It focuses on the contribution of companies to sustainable development in the areas where they operate, particularly areas where poverty and social vulnerability are prevalent.

Key figures

9 Research Brownbag Seminars per year
More than 100 people attended the Research Brownbag Seminars in 2017/18.
2. Use SD&SR research, procedures and tools to improve full-time/executive education programmes and learning

ESSEC has incorporated research into its training framework. One of the primary purposes of the research centre is to invest in the development of top-quality, relevant research to achieve greater recognition in academia.

Faculty members working on SD&SR topics use their research findings in class as much as possible. Toward the end of their studies, PhD candidates working on theses in these fields teach courses to other students. See appendixes.

Programme managers and CEMAS also ask some members of faculty to develop new educational initiatives in SD&SR, in partnership with the ESSEC Knowledge Centre.
3. Promote and share the findings of SD&SR research projects nationally and internationally

Since 2014, ESSEC has been updating its communications materials to feature the work and publications produced by faculty members.

ESSEC Knowledge, the dedicated website about the research and expertise of faculty members
ESSEC created the ESSEC Knowledge platform to provide the widest access possible to the knowledge being generated by its faculty with a view to informing the public discussion. The website gives exposure to the faculty’s best research work and publishes interviews and opinions from research-professors about the current state of economics, finance, management & society, and politics. SD&SR-related publications are found in the “Sustainability” section and/or marked with keywords such as CSR, diversity, gender, etc. See appendices.

The Research Centre also provides information on faculty research in the ESSEC Research Newsletter, and CEMAS features it on its website. Their work also gains exposure at academic conferences and colloquia organised in France and abroad.

ESSEC also has a magazine, the Reflets ESSEC Magazine, which is published by ESSEC Alumni and comes out five times a year. An average of 15,000 copies are circulated to subscribed graduates, students and members of the school’s faculty and administrative staff, as well as to institutions, the media, business leaders, HR managers, recruiters and partners.

Chairs and some specialised research centres post their research findings directly on their own networks and partner networks. Below are some of the projects carried out by:

- The Philanthropy Chair: Lunch and Learn seminars, Philanthropy Talks, Doctoral Seminar in Social Entrepreneurship, and Philanthropy (SEPHI), the 2nd edition of which took place from 16 to 18 July 2018
- The CONNECT Research Centre (CONsultation, Negotiation, Environment, Conception and Territories): research on social dialogue and participation in France,
- The Mass Consumption Chair: presentation to the EESC Assembly of nine proposals deriving from the thesis of the class of 2017, “What we, Generation Z, expect from industry, trade and the ecosystem in terms of achieving more responsible consumption in France in 2020”. Publication of Best Responsible Trade Initiatives and Best Responsible Industry Initiatives.

Knowledge transfer has been improved through cooperation with international researchers and professors whom ESSEC hosts on occasion for 6 or 12 months, and through our faculty members serving on numerous committees and within local, national and international organisations as experts, conference speakers, report writers, panel members, etc.

Key figures

118 SD&SR-related articles published in scientific journals since 2011.
25 SD&SR-related books written since 2011.
45 SD&SR-related book chapters written since 2011.
The Environment

The 2018 ESSEC self-evaluation and the one-, three-, and five-year objectives

<table>
<thead>
<tr>
<th>RESEARCH</th>
<th>Level in 2018</th>
<th>Level at 1 year</th>
<th>Level at 3 years</th>
<th>Level at 5 years</th>
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</tbody>
</table>

Definition of levels.
1 = awareness, 2 = initiation, 3 = compliance, 4 = proficiency, 5 = benchmark

1. Devise a policy to reduce greenhouse gas emissions and to promote sustainable resource use and responsible procurement

1.1. Reduce greenhouse gas emissions and emissions-generating practices

ESSEC is engaged in a global environment protection policy, with numerous actions being carried out on the ground. The PRINT office run by the general services and student life departments is very busy and coordinates the following projects:

**The Imprim'Vert Label**

In 2012, ESSEC obtained the French Imprim'Vert (green printing) label, which is awarded to printers committed to limiting and reducing their environmental impact. The label certifies that the document processing centre adheres to a set of strict specifications. It must eliminate all environmentally harmful waste, stop using toxic products, securely store hazardous liquids, provide information on best environmental practices and track its energy consumption.

A paperless policy

A policy to improve printing practices and move towards a paperless environment has been in place since 2017, with all course materials being produced in digital form.
1.2. Implement and incorporate environmental, social and energy performance criteria

Following an accessibility survey of the Cergy campus, ESSEC has embarked on a phased programme of work and investments to improve disabled access: installation of lifts and modified workstations.
Several initiatives have been implemented to limit energy and water consumption:

- The works department is continuing to pursue its thermal insulation plan to limit energy losses.
- Individual thermostats have been installed to enable more efficient energy consumption management.
- Incandescent light bulbs have been replaced by low-consumption LEDs.
- Presto taps have been installed to limit water waste.
- A rainwater collection system has been put in place.

1.3. Adopt a responsible procurement policy

Every time ESSEC places an order, it includes sustainable development and social responsibility requirements in the general terms and conditions it sends to vendors. For example, they stipulate that products meet current legal requirements regarding environmental protection and health. See appendixes.

In 2015, a responsible procurement working group was created with the purchasing department, RSE Campus@ESSEC, the human resources department and Mission Handi-Capacités. The working group has drawn up a progress report on internal responsible procurement practices, and has compiled a list of vendors to increase the use of sheltered sector businesses and social inclusion companies. For example, by diversifying purchases from the vocational rehabilitation centre La Hêtraie to maintain green spaces and logistics, security and reception staff uniforms, and even by purchasing goodies from disabled entrepreneur Marie Cesouka.

Students are also encouraged to adopt responsible purchasing practices. For example, the Student Council, when hosting events for eligible students, has bought and used EcoCups to cut down on plastic waste.

In addition, the official ESSEC shop sells eco-conscious products such as biodegradable plastic mugs.
2. **Devise a policy to prevent and reduce harmful environmental practices**

**Reduce, sort, recycle**

Since 2016, ESSEC has partnered with PAPREC to manage waste and optimise the sorting process. ESSEC has earned a recycling certificate from Nespresso for collecting its capsules. The RSE Campus@ESSEC working group on “Waste collection and recovery” raises awareness across the campus to encourage more responsible behaviour. For example, a compost bin has been installed, along with a special container for bio-waste, a glass recycling bin for the bar and a battery collection point. As part of the zero-waste campus project, a waste identity card has been produced, showing a set of possible actions and their impacts. An action sheet has also been drawn up, containing simple ideas to engage and mobilise stakeholders.

Shared printers have been installed across the campus, and individual printers have been collected through the “Return your printer and adopt a plant” scheme.

ESSEC also does not generate hazardous waste or hazardous liquid run-off.

**Facilitate eco-mobility**

The staff and all new students are informed about the eco-mobility policy adopted by the Urban Community of Cergy-Pontoise. This policy is intended to help residents of Cergy-Pontoise in their daily travels by developing facilities for pedestrians and cyclists, creating bus lanes, and encouraging carpooling and car-sharing systems.

On the ESSEC campus, bicycle parks have been renovated and a map of green transport routes in Cergy-Pontoise has been distributed to encourage cycling.
3. Devise a policy to foster biodiversity

ESSEC has launched a biodiversity programme as part of its SD&SR policy. It has several strands:

Green spaces
For over 20 years, ESSEC has employed the services of disabled workers from the vocational rehabilitation centre La Hêtraie to maintain its green spaces. They apply a “zero agrochemical” policy when maintaining the gardens and green spaces. The only inputs used are organic improvers deriving from green waste processed by a company called Vert Compost in the Val d’Oise region. Priority is given to plants that are drought-tolerant or require less water, and to honey plants. Shrubberies are mulched with pruning residue chips.

The orchard
In 2012, native and locally adapted species were planted in the ESSEC orchard. Since then, the vocational rehabilitation centre La Hêtraie has been working with various student clubs and societies to maintain the orchard without using chemicals.

Beehives
In partnership with a local Vexin beekeeper, the ESSEC beehive programme was launched in 2012 when the first hive was installed on the rooftops of the Cergy campus. Awareness actions were also organised for students and staff. In 2015, the “Adopt a Bee, Be Api” programme was introduced to create the ESSEC beehive. Employees purchase shares in beehives and ESSEC provides the equipment and year-round training by a professional beekeeper. Student clubs and societies can also take part.

Organic markets and local products
Since 2010, baskets of local organic vegetables have been sold every month through an AMAP (association for the preservation of peasant farming), with the support of student society NOISE. The products can be purchased in the central hall on the Cergy campus.

The oceans
ESSEC has undertaken a number of initiatives to protect the oceans. For example, it organised a conference on overfishing during the Understand and Change the World seminar in 2018; it has entered into a partnership with Surfrider Foundation Europe, which – during the Week of the Human in 2017 – hosted a conference at ESSEC on the circular economy and reducing aquatic waste; an ESSEC faculty member has participated in the Monaco Blue Initiative, a conference on aquaculture; it has taken part in the Assises de la Mer maritime conference and the UNESCO World Oceans Day; in 2016, HSH Prince Albert II of Monaco spoke at an event hosted by the Mardis de l’ESSEC student association, through the partnership agreement with the Prince Albert II of Monaco Foundation.

Key figures

| 11 | beehives installed and trained and involved in the “Adopt a Bee, Be Api” programme. |
| 16 | |
| 35 | varieties of fruit trees in the orchard. |
Social policy and regional foothold

The 2018 ESSEC self-evaluation and the one-, three-, and five-year objectives

<table>
<thead>
<tr>
<th>SOCIAL POLICY AND FOOTHOLD</th>
<th>Level in 2018</th>
<th>Level at 1 year</th>
<th>Level at 3 years</th>
<th>Level at 5 years</th>
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<tbody>
<tr>
<td>1  Endorse an employee policy of equality and diversity</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>5</td>
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<tr>
<td>2  Promote and develop skills building and internal mobility</td>
<td>4</td>
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<tr>
<td>3  Devise a policy on quality of life at the institution</td>
<td>3</td>
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<tr>
<td>4  Advocate for an equal opportunity policy for students</td>
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<td>5</td>
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<tr>
<td>5  Get the institution involved in developing SD&amp;SR in its areas of operation</td>
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</tbody>
</table>

Definition of levels:
1 = awareness, 2 = initiation, 3 = compliance, 4 = proficiency, 5 = benchmark.

1. Endorse an employee policy of equality and diversity

Actions to promote equality
ESSEC is committed to gender equality and has formed a hub of academics specialised in the topic.

The gender equality charter of the Conference of Grandes Écoles (CGE), which ESSEC signed in January 2014, mandates two co-consultants to lead and guide a framework for the ESSEC gender equality group that the human resources department is also involved with.

It has given rise to the ESSEC Gender Equality initiative, which is increasing awareness-raising actions and events around the issue of gender equality and intends to make it one of the major themes of ESSEC’s SD&SR policy.

In 2016, a special website was created where the group's Review and Outlooks report is posted as well as the gender equality survey by ESSEC and the CGE. It makes specific mention of actions taken on behalf of ESSEC staff members:
- Signing of a gender equality agreement in 2014
- Organisation of the annual Gender Equality Days and Equal Pay Day, to which all faculty and staff members are also invited.

The Dean’s Office and the staffing/training team are also given awareness training and work with both ESSEC faculty and staff on gender equality.

Key figures

<table>
<thead>
<tr>
<th>The total workforce</th>
<th>Governance bodies</th>
<th>Management staff</th>
<th>Teaching and research staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>65% women</td>
<td>12.5% women</td>
<td>53% women</td>
<td>5 women</td>
</tr>
<tr>
<td>35% men</td>
<td>87.5% men</td>
<td>47% men</td>
<td>1 man</td>
</tr>
</tbody>
</table>
Actions to promote diversity
ESSEC embraces and actively promotes diversity and acceptance, whether in terms of nationality, class background, age, sexual preference or disability. Vincenzo Esposito Vinzi, Director General of ESSEC, chairs the CGE's diversity committee on these societal issues.

ESSEC has always made sure its staffing policy is aligned with strategic objectives. Thus, the vast majority of recruitments at ESSEC reflect the growing globalisation of work. Be it for jobs dealing with people from all over the world (students, professors, corporate and university partners), jobs promoting the school, or support functions, ESSEC hires people who are fluent in English to accommodate and interact as effectively as possible with people who do not speak French.

The staffing and training team in the ESSEC human resources department has fully assimilated France's anti-discrimination laws. These laws are also written into the ESSEC internal regulations.

Created in 2008, Mission Handi-Capacités also provides support for both staff and students in initial and continuing education programmes.

In 2013, the HR department, management and employee representative bodies signed a Generation Contract to hire people on both ends of the age spectrum.

In 2016, a special tele-commuting agreement was also signed to widen the inclusion of more people.

In 2016, an SD&SR working group was created to address LGBT topics. It includes a representative from the Human Resources Department.

Key figures
► Over 40 nationalities in the staff body and 40 % of faculty foreign born in 2017/18.
► 2.45% of employees registered disabled in 2017/18.
2. Promote and develop skills building and internal mobility

**Training staff**
Considering the Group's strategic endeavours, and new trends in jobs and staffing requirements, ESSEC is implementing training courses to support skills development and anticipate staff adjustments. To this end, ESSEC has been increasing the budget for employee training over the last few years. We have undertaken several individual and group training plans to advance our staff's skills to prepare for a more international environment (language courses), the digital transition (digital tools, social media), multicultural issues (intercultural training) and advances in academic programmes and teaching methods (e-learning, blended learning), as well as to fulfil the demands of students and participants (service quality, customer relations) and meet requirements in terms of managing teams and human capital (management track). In addition, ESSEC is currently developing internal training in areas such as languages, office software, and health and safety at work. The aim is to make training accessible to as many people as possible, and to enhance the expertise of employees who wish to support and train their colleagues.

**Promoting skills building to enable mobility**
ESSEC encourages internal mobility among staff members to improve their employability. It is crucial for employees to fill different positions throughout their careers in the ESSEC Group so they can grow and advance. With regard to so-called “vertical” job changes, ESSEC always prepares employees with training for the new position (languages, office software, methods, tools, management).

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**Key figures**

- Analysis of transversality in the staff body: 10% mobility in 2017.

- 300 days of training
  - 60% on workstation adaptation
  - 15% on skills development
  - 15% on languages
  - 10% on IT
3. Devise a policy on quality of life at the institution

Prevention, health and safety
The human resources department and the Occupational Health and Safety Committee have taken the following actions specifically for employees:
- devised a psycho-social risk prevention plan;
- concluded three company agreements to promote employee wellness: on tele-commuting, age discrimination and gender equality;
- added a safety module to the staff integration programme.

The central services and student life department has deployed a wide range of resources and actions for students, including:
- student-oriented human resources: a preventive medicine doctor, a nurse, two psychologists, on-demand appointments, and consultations in Cergy and Paris;
- first aid and fire prevention training for members of student councils and creation of a dedicated student association, ESSEC Secours;
- addictive behaviour training for organisers of high-risk events, delivered by an addiction expert and a tort lawyer, attended by some 50 students per year; one-day awareness training session for club presidents (around 100 students);
- awareness-raising actions aimed at all students during Involvement Week;
- security officers and emergency responders at all major student events.

Improve quality of life in the workplace
In 2014, CEMAS and RSE Campus@ESSEC created the "Quality of Life and Risk Prevention" group to promote and develop actions related to food, sport, health, safety and addiction.
4. Advocate for an equal opportunity policy for students

4.1. Advocate for social acceptance and equal opportunity

Toward social acceptance

Drawing on the expertise it acquired by creating the PQPM programme (“A top business school: why not me?”) in 2002, and coordinating a spin-off with the Conference of Grandes Écoles, ESSEC subsequently set up special programmes to foster social acceptance in its academic programmes, mainly through:
- CAP ESSEC, created in 2010 to enrol a more diverse student body at ESSEC Grande École,
- CAP BBA, created in 2013 to help students from low-income backgrounds enrol in ESSEC’s Global BBA programme two years after the Baccalaureat.

Students with disabilities

Mission Handi Capacités is part of RSE Campus@ESSEC CSR. It uses every possible means to enable students with disabilities – in both initial training and continuing education – to pursue their studies and live their daily lives on campus in the best possible conditions.

Mission Handi Capacités supports students in initial and continuing education throughout their course, from enrolment to employment. To do this, it works with programme managers and the preventive medicine department.

Partner companies contribute to a disability fund set up by ESSEC, which awards scholarships, grants and disability compensation allowances on application.

The “Extending Accessibility” programme is also aimed at facilitating access to competitive examinations and digital tools.

Gender equality initiatives

Career management and pay negotiation workshops are organised especially for women. They include the “Career Ambitions” workshop for female students in Grande École and specialised Masters programmes, and the “Entrepreneurial Women” workshop for female students in the Entrepreneurship track.

To promote greater diversity within the various programmes, several actions are being undertaken by faculty members (introduction of new courses).

4.2. Create student services through scholarships, grants, etc.

ESSEC fosters social acceptance so that every student admitted feels part of the institution. Over half the students at ESSEC receive support and assistance in financing their studies.

• Apprenticeships: In 1993, ESSEC became one of the first management schools to offer students an apprenticeship option. Since then, over 5,000 students have completed apprenticeships and over 1,000 businesses and organisations have taken on student apprentices. Apprentices receive a wage, which helps them to pay for their studies.

• Scholarships: In addition to CROUS scholarships, students at ESSEC are eligible for social grants awarded by ESSEC to cover all or part of their tuition. Merit-based scholarships are intended for high-potential international students. ESSEC also selects and supports applications for merit-based scholarship programmes run by the French government (e.g. the Eiffel programme) or by a foreign government (e.g. China’s France-Excellence programme and Korea’s GLIMPSE programme). Mission Handi-Capacités also awards scholarships to students with disabilities, thanks to the support of its partners. Erasmus scholarships can also be provided for students on work placements, apprenticeship contracts and local contracts in Europe.

Key figures

► 755 students benefited from equal opportunity programmes (CAP ESSEC, CAP BBA and CAP PREPA) from 2011 to 2018.
► 2 “Career Ambitions” workshops for Grande École students and MS graduates in 2017/18, with 67 students enrolled.

Key figures

► Since 1993, more than 7,000 students on various courses at ESSEC have been trained through the apprenticeship route.
► 240 students received a social grant in 2017/18, 7% more than the previous year.
► 3 disability scholarships (tuition and disability compensation) awarded by Mission Handi-Capacités and its partners in 2017/18.
5. Get the institution involved in developing SD&SR in its areas of operation

ESSEC has a very long history in the area. The school opened in Cergy in 1970 when the new town was being built. Since then, it has forged strong ties with local businesses, territorial authorities, and various secondary and post-secondary institutions. Below are some of ESSEC’s high-impact initiatives for the common good.

The ESSEC Equal Opportunities Centre: concrete actions for equal opportunity

True to the pioneering spirit that has driven ESSEC since the beginning, in 2002 it decided to promote equal opportunity and encourage young people from working-class backgrounds to take their dreams and skills to new heights. See appendixes

To this end, ESSEC created a programme called “Une grande école: pourquoi pas moi?” (PQPM) (A top business school: why not me?). ESSEC students offered tutoring to high school pupils. Other measures were then taken to ease the transition from secondary to higher education, which is still very difficult, especially for pupils from low-income backgrounds or with disabilities:

- 2007: PQPM Collège, which provides guidance beginning in secondary school, and PQPM Post-Bac, which continues to support secondary school graduates until they enter the working world;
- 2008: PHARES, which provides a tutoring programme for young people with disabilities;
- 2009: CAP PRÉPA, which helps high school graduates from working-class backgrounds get ready for preparatory classes.

Since 2015, ESSEC has been using digital technology to greatly increase the impact of its programmes. For example, the TrouveTaVoie programme, which is available to 22,000 students in 50 partner schools, provides digital resources and teacher training.

Mission Handi-Capacités has implemented several actions whose impact reaches well beyond the ESSEC campus. For instance, it has partnered with Handi’Chiens to train therapy dogs and assistance dogs for people with disabilities, thanks to the support of ESSEC staff.

Immigrant integration assistance through the WINTEGREAT programme

The student society WINTEGREAT (formerly “Essec Solidarité Immigrants”) has set up a programme to provide career assistance for refugees with a level of education equivalent to or higher than the French baccalaureat. Under the programme, refugees receive classes in French, English and French civilisation, some of which are delivered by ESSEC professors. ESSEC students, alumni and faculty also help them complete all the necessary administrative formalities.

ALEGESSEC’s SD&SR actions

ALEGESSEC manages student accommodation at ESSEC and is involved in a partnership with the Le Maillon association in Cergy. Under this partnership, which was set up by an ESSEC staff member, students can donate food and equipment to disadvantaged people when they leave the halls of residence.

Key figures

► Equal opportunity in 2017-2018
  - 6 equal opportunity programmes
  - 382 pupils on the tutoring programme
  - 90 student tutors each year
  - 26 of the pupils who received support through one of these programmes enrolled at ESSEC in 2018, i.e. 80% of BBA candidates and 42% of Grande École candidates.
  - 4 TrouveTaVoie courses, with 850 teachers trained and 22,000 pupils taking part from 50 partner secondary schools
► Over 400 disabled applicants and 29 exhibitors at the 9th ESSEC-Hanploi Open Forum in 2018.
With the Gender Equality initiative, we aim to address the gender equality issue and make it one of the main thrusts of ESSEC’s CSR policy. We want to be pioneers in this field, as we have been in the disability and social realms through the Why Not Me programme. One of our school’s responsibilities is to help train ethical and respectful managers, who are aware that gender diversity is a societal challenge.

"We can all do something at our own level. Every gesture counts. I am actively involved in education and healthcare (through the ESSEC foundation, the Cours Colibri educational project in Reims, and associations involved in medical research and supporting families living with disease, etc.). I am committed to making sure that we, within the ESSEC community, are aware of the impact of our decisions and actions. So, naturally, I agreed to sponsor and support the three ESSEC students involved in the “Quatrième Roue du Carrosse” initiative. Their goal? Cycle along the west coast of America on quadricycles, meeting with local alumni along the way to ask them about their careers and their main life decisions to date. An original way to collect video testimonials that are an inspiration to us all. It’s not always necessary to do something complicated: I also take part in conferences, write articles and share posts on social networks to do my bit for the community.

Professor Viviane de Beaufort, co-director of the law programme and the European Centre for Law and Economics (CEDE), co-consultant on gender equality. ESSEC Business School

I have been given the opportunity to oversee the creation of the Responsible Leadership course. This is an important project for ESSEC because it is the first time that a course on this subject has been mandatory for all students. It is also a major educational project, requiring the participation of several teachers, educational engineers and IT experts. Throughout the course development process, I have been deeply impressed by the enthusiasm of the entire ESSEC community. Everyone is proud to be part of this project and has put a lot of effort into making it a success.

Adrian Zicari, Professor and Director of CEMAS

"We can all do something at our own level. Every gesture counts. I am actively involved in education and healthcare (through the ESSEC foundation, the Cours Colibri educational project in Reims, and associations involved in medical research and supporting families living with disease, etc.). I am committed to making sure that we, within the ESSEC community, are aware of the impact of our decisions and actions. So, naturally, I agreed to sponsor and support the three ESSEC students involved in the “Quatrième Roue du Carrosse” initiative. Their goal? Cycle along the west coast of America on quadricycles, meeting with local alumni along the way to ask them about their careers and their main life decisions to date. An original way to collect video testimonials that are an inspiration to us all. It’s not always necessary to do something complicated: I also take part in conferences, write articles and share posts on social networks to do my bit for the community."

Jérôme Adam, former student at ESSEC
Since 2008, ESSEC’s Mission Handi-Capacités has been developing an ambitious programme to increase accessibility to learning for disabled students in initial and continuing education. Having overseen this project since 2014 with help from disabled-friendly companies, we have set up a “certifying” Disability and Talents week, co-written a companion guide with the CGE, and considerably increased the number of awareness-raising and training initiatives. Today, no matter how different they are, the number of talented individuals like this is growing steadily on our campuses. Their skills and their will to succeed has inspired us to do even more to ensure that different forms of disability are taken into consideration in all our programmes, and to educate and increase accountability among current and future managers.

Elisabeth Forget, CSR policy officer, manager of Mission Handi-Capacités at ESSEC Business School

“Today’s society faces many challenges: the environment and climate change, the deterioration of social ties and crushing inequality, not to mention the feelings of despair and futility in a growing part of the population, which are creating political and social instability and fuelling the return of populism. It is in this context that business and management students - the managers and leaders of tomorrow - must learn to manage urgent environmental issues and make their businesses truly sustainable. Innovation in education is not only the best way to tackle these challenges, it is the only way!”

Aurélien Colson, Professor of Political Science, ESSEC Business School

“NOISE is above all a matter of conviction. It’s an association of people who believe in a common environmental and social project. It’s also a combination of optimism and faith in the future because, for us, the best is yet to come!”

Members of the association
NOISE-ESSEC 2017-2018

Patricia Langohr, professor of economics at ESSEC Business School, responsible for the Understand and Change the World seminar
“I teach sustainable development in the agri-food sector. This sector is facing many challenges, from the pitchfork to the fork. The biggest challenge is finding a way to feed 9 billion people with resources that are limited and endangered by climate change. I try to find innovative and realistic solutions through my teaching, my research and my work alongside businesses”.

Olivier Fourcadet, professor, ESSEC Business School

“As a student on the Grande Ecole track, I am convinced that we have a major responsibility for future societal and environmental changes. There is a lot to be done by ESSEC on these topics, which is why I decided to take on the role of CSR manager within the Student Council. Many very straightforward actions had been taken the previous year, such as the use of eco-cups instead of plastic cups or waste sorting at student events. We have continued our efforts by investing in a dishwasher so that each club or society can switch more easily to sustainable tableware, or by establishing best practices to make sure all women are respected (awareness campaign about sexual violence before the Induction Weekend, communication respectful of all women, etc.)”


“Protecting nature and respecting ‘my’ environment have always been very important to me. Every gesture matters and I prefer mine to have a positive impact. In 2012, we began installing a beehive on ESSEC’s roof and this year we have trained around 15 new beekeepers to look after 10 hives. We are also celebrating the third anniversary of planting an orchard (with 35 local species of fruit trees). Teamwork is like plants in that every step is important to ensure its fruits grow and mature”.

Sandrine Plançon, manager of operations, Dean’s Office, ESSEC Business School