Several years ago, TBS decided to place elements of corporate responsibility and sustainable development at the heart of its activities. From that moment on, the values that underpin our strategy and are intrinsically linked our missions – excellence, agility, openness and risk-taking – have all been closely tied to responsibility. We want to educate graduates who are excellent, agile, open and courageous, but also responsible. This deeply held conviction reaches across all our activities here at TBS – teaching and research as well as management of the school - and means we always check our projects and achievements against the duties and aims flowing from a commitment to responsible management. We cannot hope to educate the public if we ourselves do not abide by the principles that we wish to espouse. A special committee made up of students, academics, functional and development departments, and TBS’s senior management, pilots, oversees, and offers a range of short, medium and long-term activities which substantiate TBS’s social responsibility towards its audiences but also towards its own environment.

Driven by this belief in our mission and in the hope of contributing to a better world, we are proud to showcase here the achievements and ongoing projects spearheaded by the men and women who, day in and day out, work to make TBS what it is.
I. PRME: Major achievements  

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II. Self-assessment and Future perspectives / Key objectives
I. PRME

MAJOR ACHIEVEMENTS
PRINCIPLE 1

PURPOSE

“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.”
TBS seeks to train responsible managers, capable of apprehending the complexity of the stakes involved today in building the companies of tomorrow. With this in mind, TBS has, over the past ten years, taken steps to integrate corporate social responsibility (CSR) and sustainable development into its teaching, its research and into the functioning of the school and the management of the campus. TBS has put its students in the forefront of this complex systemic approach, through the close links forged with B3D, Student Sustainable Development Bureau, created in 2006. At the same time, it has also been building partnerships with local non-profits and businesses committed to these values in order to integrate external stakeholders into this dynamic and help build a more sustainable society – both socially and environmentally – in the local region.

Ethics is one of the four core values of TBS’s culture, which, linked with the three other values – risk-taking, enthusiasm and openness – helps to imagine and create future management models which channel the sustainable development needed by our planet. Our lecturer / researchers, students, graduates and colleagues are working to beam these values around the world, to enhance our reputation for excellence and as an economic and social player.
Since 2016, TBS has changed its SR-SD organisation to adapt it to the level of maturity of its actions. Various stakeholders are represented, including students who are on the social responsibility committee, the campus’s environmental management steering committee, and a number of project groups whose participation is valuable (mobility plan, responsible purchasing, environmental management of the campus, etc). TBS’s approach has always been inspired by student initiatives.

3. THE COMMITTEE FOR CORPORATE SOCIAL RESPONSIBILITY

The makeup of the social responsibility committee was broadened in 2016. It comprises a panel of the main internal stakeholders. It’s made up of the director general, the CSR-SD advisor, student leaders (BDE, Fédération, B3D), three lecturer/researchers, the dean, the program directors, the head of research, the director of international relations and the relevant heads of department: DAF, DHR, pedagogical innovation, Communications, Development and Partnerships, Foundation, Quality, General Services, IT Services.

Purpose: To define the strategic axes and keep tabs on actions taken.

Its aim is to define and validate TBS’s sustainable development and social and societal responsibility policies, to come up with suggestions, prepare annual reports on the subject, especially regarding the CGE-CPU’S “Plan Vert” (Green Plan) and the Principles for Responsible Management Education (PRME).
To sum up the approach on the management side, the school is led by its environmental management steering committee which meets four times a year. It’s made up of the SR-SD coordinator, members of the general services teams, the ISD, the communications department, students and external partners and invited colleagues if needed.

The steering committee defines, monitors and moderates action plans for each priority axis and defines its monitoring indicators.
3. THE ACADEMIC COLLEGE FOR SOCIAL RESPONSIBILITY

In order to disseminate social responsibility throughout all its programs, the school has its own academic college for social responsibility. It comprises a lecturer/researcher from each department, the dean of teaching, the director of EMP, an educational engineer, the SR coordinator and external personnel if required by the subjects being treated. Its transversal and all-party make-up mean that this body has been able to develop a collaborative and systemic approach to the relevant subjects.

4. PROJECT GROUPS

Themed project groups are put together according to their areas for improvement for each university year: food, mobility plan, communication, and waste sorting were the categories in 2017 – 2018.
The social responsibility committee is responsible, among other things, for completing an annual strategic CSR-SD-CGE-CPU (Conférence des Grandes Écoles - Conférence des Présidents d’Universités) frame of reference, conforming to ISO2600 standard, which evaluates the achievements and progress of TBS in the following five domains (see part II):

- Strategy and Governance
- Initial and continuing education
- Research
- Campus environmental management
- Social policy and regional presence.

In 2015, the Conférence des Grandes Écoles and the Conférence des Présidents d’Universités launched a SD&SR (Sustainable Development and Societal Responsibility) quality seal. TBS engaged with the quality seal process, submitting a dossier in April 2016 and obtaining its four-year quality seal in January 2017.

In order to communicate its direction of travel, its aims, and the measured results of SD&SR actions to all stakeholders, the school has made use of its various online platforms and a bimonthly SR newsletter which began publication in 2017.
Policy of social openness

TBS has sought to develop its social access policy by facilitating access to study grants. For many years, TBS, with support from its foundation under the aegis of the Fondation de France, has been running several schemes to guarantee equality of opportunity and make sure that every young person, whatever their social situation, is able to build their professional future and fulfil their ambitions.
TBS offers financial help from its solidarity fund which allocates about 150 grants a year (up to €4,000) to promising students having difficulty financing their studies. In 2017, the school decided to give students the chance to make their own contribution, and thus an original idea was born: Solidarity Gowns. At graduation ceremonies, every student can choose to buy his or her gown as a souvenir. All the money raised is given over to the solidarity fund.

TBS has also negotiated 40 unsecured loans with its banking partners (Banque Populaire and BNP Paribas) giving students with no guarantor the chance to borrow at preferential rates to finance their studies.

The Bachelor and Grande École programs offer some of their students bespoke degree courses which are compatible with their professional commitments. The programs free up time for them to work in parallel with their studies without the latter being impacted.
All these measures, while effective, still don’t allow some students in great social and financial difficulty to pursue their studies at our school. To mitigate these difficulties, the school wished to put in place a sponsorship program to create and reinforce relationships between graduates and students currently at the school. Intergenerational help is at the heart of this measure. It’s clear that without this sponsorship, student beneficiaries would have had to stop their studies and say goodbye to their personal and professional ambitions.

When it launched its sponsorship program in September 2016, TBS wanted to go even further in its defence of the values of equality and diversity in higher education. This scheme, which complements the grant program which already allocates around 150 grants (up to €4,000) to promising students in financial difficulty, should allow each young person, whatever their social background, to build their professional future and fulfil their ambitions.

This sponsorship program isn’t simply a patron paying all study costs. The program involves sharing knowledge, advice, experience, critical reflection: this program is a meeting of minds.

The school is aware that financial difficulties are not the only obstacles that a student can encounter. Many also need a human presence, the support of a person able to advise, reassure and motivate them all through their studies and at each critical juncture (advice on choice of work placement, academic specialisations, etc). TBS believes that human support is as, if not more, important than the financial support provided by the student’s Maecenas.

Finally, and more generally, by offering multiple forms of support, TBS sees itself as an important player in the drive for equality of opportunity in higher education.
Environmental management and sustainable development

To develop students’ capacity to innovate in SD, TBS should commit to continual improvement of its campus’s environmental management.

The issue is complex in all higher education establishments, because it involves the students, the staff, general services and providers of external services, with a high turnover of students each year.
The introduction of ‘responsible purchasing’ with the GAREM (Midi-Pyrénées Responsible Purchasing Group) and Synethic. When considering a new contract, the school chooses to include social, economic or environmental criteria in its analysis grid. In addition, a work method was introduced to guarantee that all expectations and limitations of all stakeholders were taken into account for each of the contracts.

The school now offers, free of charge to all its students, lecturers and administrative personnel, an app which gives access to daily newspapers and magazines of their choice on their smartphone, tablet or computer.

TBS had new hot drinks machines installed in the school in 2017. These machines have a detector which means students can be served drinks in their own mugs instead of in a paper cup. This helps the environment, but also saves the student money as a discount is applied.

To raise awareness of all parties using TBS premises, a poster campaign highlighting best energy saving practice was carried out in 2016-2017 in the offices, corridors and classrooms in the city centre, at Entiore and on the Casablanca campuses.
The siting of three bee hives on the roof of Sébastopol with Biocenys. In order to get staff involved, reference hives were located and acquired. This means that staff get involved in the life of the hives: opening them with the beekeeper, getting to know the different stages in the life of the swarm and having a chance to ask questions.

Waste sorting has been boosted by the deployment of 350 Voluntary Waste Drop-off Points (PAV) across the school. The containers were made locally to a strict design brief: 90% of materials and suppliers are French, 80% from the local region; 90% of the structure is made of solid wood from sustainably managed forests, ecological surface finishes and trims (natural protection oils). To make these containers, TBS chose to work with Symbiosphère, a Toulouse-based cooperative which is part of the city’s Social Solidarity Economy (ESS). These Voluntary Waste Drop-Of Points invite people using the school to sort paper, bottles, plastic, batteries and cardboard. Collection and processing is done by GreenBuro, a local company employability enterprise belonging to the ESS. It guarantees the best recycling solutions for each of these waste categories. Sorting has been improved via regular events where the participating companies are present, and by displaying clear instructions for use.

When TBS has to get rid of office furniture, it gives first refusal to its own employees on office sale days which have taken place annually since 2017. Once employees have chosen their items, the remaining furniture is collected by the non-profit eco-organisation, Valdélia.

The disposal of electrical and electronic items is handled by the firm Bis Repetita, which repairs and renovates old computers, mouses, screens and phones for re-use.
Differentiated management has been brought in for our green spaces by the specialist firm ALTER EV. It involves adapting maintenance methods to the characteristics and functions of each green space. It means using the right management in the right areas.

The roll-out of nesting boxes for wrens and tits provided a natural method of repelling processionary caterpillars.

TBS has been using exclusively green energy since 2018. After examining the options for renewing our energy contract, TBS decided to use the services of a specialised consultancy firm and after studying the solutions on offer, TBS decided to pay the small surcharge for 100% green energy.

Because sustainable development is also about pleasure... the greening of the Alaric terrace has opened a new social space for use by employees and students. To make it an active space, TBS offered its employees eight themed workshops, from making pesto from wild plants to how to raise seedlings. A total of 40 people came to enjoy group activities on the terrace during their lunch break.

The introduction of fruit baskets at the reception desks in Toulouse in association with 'A Croquer ('bite me') was designed to:

- Promote healthy eating at work
- Support small local producers who respect the environment
- Support local basket-makers
- Fund local agroforestry projects.
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.

PRINCIPLE 2
VALUES

“
Gender Equality

TBS as a signatory to the Gender Equality Charter of the Conférence des Grandes Ecoles-Conference des Présidents d'Université. A working group made up of professors and administrative staff have committed to working together for gender equality.

As well as the school’s regular activities like TBS’s involvement in the gender equality barometer, whose results are announced annually at the CGE, the school put in place an innovative program called TBS Equal.ID in 2016.

TBS was one of the first management schools to take action to promote the careers of its students and graduates.

This came about for the following reasons:

● Significant differences between the salary aspirations of male and female students (€37k for men against €33k for women)

● Disparities between the salaries of young graduates. As the Conférence des Grandes Ecoles noted in its 2017 employment survey, “despite rising wages, women are still paid on average €1,948 gross per year (without bonuses) less than men in 2017. At the same time, only 72.5% of women have been offered a permanent contract, against 83.4% for men. The situation is the same for job type, with 77.9% of women having executive status, against 89.9% for their male counterparts.”
The project is in three parts: a mentoring program for female students, a research project, and the introduction of special modules for all TBS students. The program duration is 14 months. It starts during the second year of Masters studies, up until the students find their first job. Young women self-select for the program. Female mentors from a range of professional backgrounds raise students’ awareness of gender equality issues in business by sharing their own experiences. They listen, advise, reassure and motivate the female students as they define and then embark on their career paths.

TBS’s Equal.ID program aims to pull on the levers of gender equality using three lines of attack before students launch into the world of work.

1. INDIVIDUAL AND COLLECTIVE SUPPORT FOR FEMALE STUDENTS

Women’s careers, negotiation and self-affirmation workshops have been held, alongside a mentoring program which aims to help young women take their feet off their self-imposed brakes throughout their business careers (self-censorship, lack of confidence, etc).

2. AN EDUCATIONAL FRAMEWORK

For all TBS students which includes addressing the question of women and management in the Grande Ecole Program cycle, the inclusion of a gender equality grid on the student feedback forms, parity among visiting professionals and a human resources management course.

3. RESEARCH

Into the mechanisms at work in career disparity between men and women and plans to create a research chair (new pluralistic management models, company diversity and performance, gender and career choice...).
Research carried out in the framework of TBS Equal.ID looks more specifically at:

- Research on “gendered career choices” and “intersexual competition” – Sylvie Borau (TBS) and Paul Seabright (Toulouse School of Economics – TSE)
- Men’s and women’s career anchors. Article submitted to the Association Francophone de Gestion des Ressources Humaines (AGRH) – Alain Klarsfeld (TBS)
- Statistical study based on data from TBS student work placements – Alain Klarsfeld – Nadine Galy (TBS)

In fact, since 2015, various conferences have been held, attracting close to 100 participants each time. Thus, more than 1,000 people have been able to take part in conferences on various themes around gender equality, like the Entrepreneuriat au féminin (Entrepreneurship in the feminine) evening, with a showing of the film She Started it, following the journeys of three women startuppers, or the conference debate Innovative practices for gender equality in business which took place in April 2018.

The Equal.ID project is already having a very positive impact on the school as a whole as a number of players got involved before the project’s official launch in 2016.

Since 2015, TBS has been partnering with the Adaptathon, an innovation marathon organised by Ambition Toulouse Métropole to conceive and develop concrete solutions to adapt firms so they can be accessed by people with disabilities. Two editions have already taken place in Toulouse during which all the participants were able to develop solutions adapted to needs, in order to promote better integration of disabled workers into businesses.

With our career starter program, which prepares all TBS Grande Ecole Program students for the world of business, great attention has been paid to parity in professional workshops and conferences, underpinned by concrete actions such as:

- The addition of a gender equality question in internship reports;
- Consciousness-raising among visiting professionals involved in career starter;
- Creation of a training kit for male and female students by students on the Grande Ecole Program HR Option;
- Finally, the arrangements made for women students on the Grande École Program (Programme Grande École, PGE) has been reshaped and extended to other TBS programs. In this way, young women on the Specialised Masters also benefit from these gender equality measures.
Active support for initiatives of students and young graduates

The school follows its students’ lead and actively supports their initiatives.

A student non-profit, B3D, Bureau for Sustainable Development, created in 2006, put on a range of events to raise awareness about professional challenges in the fields of environment, fair trade, social economy, etc. Each year, it is in charge of organising the ANEDD, National Student Conference on Sustainable Development (see principle 6).

SOME OF B3D’S ACTIVITIES IN 2016-2018

- **Improvement of the fruit and vegetable basket scheme.** All produce comes from local, sustainable farms and is priced at €6.50 for students and staff.
- **Since the ‘best’ waste is that which is never produced, the introduction of ecocups into student lodgings became a reality in 2017.**
- **Participation in a ‘tour de France’ for alternative sustainable development solutions**
- **Involvement in the micro-credit group, The Rise (Revolution Initiated by Students for Entrepreneurship).** For three days, French campuses got involved in a competition to harvest loans to finance micro-business projects. In 2017, TBS saw a very strong mobilisation of stakeholders within the school (lecturers, staff, students, student non-profits) which propelled TBS to eighth place in 2017 (from 23rd in 2016) on a list of the most inclusive campuses in France.

The eighth most inclusive school in France, out of 53 participating schools, 19 microbusinesses funded around the world

B3D has been joined by other school-based non-profits which invest in projects with positive impacts. In March 2018, the non-profit Optimize organised a Startup Weekend dedicated to the entrepreneurship of tomorrow. More than two days were given over to positive economics and green growth in order to create revolutionary startups for a more sustainable world. For one weekend, Toulouse was the capital of sustainable innovation.
In 2017, the Federation of Non-Profits (La Fédération des Associations), the conductor-in-chief of Toulouse Business School’s non-profits, decided to include a SR criteria in its analysis grid when allocating funds to the school’s non-profits. This means that sustainable and responsible student events are rewarded and enhanced.

The CSR and SD actions led by TBS have always been built in partnership with our students and often at their own initiative. This has led to ever more positive impact projects being carried out by our students:

- **Hopaal**: quality ethically designed clothes made from 100% recyclable materials. This project won one of two ANEDD 2017 student prizes awarded by (former environment minister) Nicolas Hulot. More than 2,000 litres of water are saved per Hopaal t-shirt compared with a regular t-shirt.

- **Unity Cube**: a non-profit offering emergency housing solutions by placing habitable modules in empty offices.

- **Hydle**: Hydle’s aim is to offer anyone and everyone the chance to make their own furniture without any special knowledge or skills. Their products enable wooden panels to be assembled without tools, and are infinitely re-usable.

- **Citizenfarm**: puts nature back at the heart of cities thanks to Aquaponics. The biggest urban farm in Paris was created in September 2016, covering 140m2.

This farm has an important production role. All harvests are sold to the chef of the restaurant the REcyclerie which uses fresh fruit and vegetables in its dishes.
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.

**cle verte (Green Loop):** Charles Dauzet, winner of the Agilt prize (November 2017) awarded by Toulouse Métropole for a business committed to CSR. The young man from Toulouse began his journey after making a simple observation: almost all drink bottles purchased in restaurants end up being buried or incinerated. In effect, customers often clear their trays themselves, and installing separate waste bins can be complicated for restaurants.

**Boucle verte** (Green Loop) is the first company in France to offer these restaurants a free collection service, which they manage by selling advertising space on the side of bottle banks. Media Loop is the advertising arm of La Boucle Verte, whose clients (the advertisers) get the advantages of an original ad carrier and a quality siting. Fast-food restaurants have high footfall and a target clientele. It’s a positive-impact medium with a circular economic logic: the bottle banks are made of recycled oil cans, so the environmental impact of the activity is positive from the first kilo of bottles collected.

Graduate initiatives are regularly covered in **LA TRIBU (The Tribe)**, the journal of the graduate association. The 96th edition is dedicated to biodiversity.
PRINCIPLE 3

METHOD

“We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.”
Given that this is TBS’s core mission, the school set itself ambitious targets for increasing the emphasis on CSR across all its teaching and for all students, not just those choosing to specialise in CSR-SD. The integration of CSR into teaching cannot be done by simply creating a specialised module, even one taken by all students. Instead, it needs to take the form of a learner journey taken over time. Through conferences, lectures, classes, concrete projects and community-based work, students can re-examine these concepts in their various and sometimes contradictory dimensions and injunctions.

The school seeks to adopt a positive approach (non-anxiety-provoking and non-blaming) to SD as a carrier of inspiring entrepreneurial projects (through, among others, the National Student Conference on Sustainable Development, see principle 6).
The experience of the PGE

Bit by bit, we have tried to offer our students a coherent learner journey in order to address social and environmental questions.

We are convinced that theory lessons delivered to large classes cannot, on their own, hope to encompass the different dimensions of such vast subjects. That is why the learner journey includes, on top of a module in CSR, the National Student Conference on Sustainable Development (ANEDD).

Each year, the ANEDD shines a spotlight on inspiring innovations which are the fruit of a quest for a mode of economic development which is more respectful of humanity and our planet.
Le « Parcours RSE- DD », les grandes lignes

« CSR-SD course » the outlines: The CSR-SD Pathway in the first year of the PGE is divided into four parts

- **Sharing the school’s social responsibility approach** when they engage with all the school’s stakeholders and taking the Sulitest (the sustainable development TOEFL);
- **A 15-hour module on CSR**;
- **A Sustainable Development Day** the National Student Conference on Sustainable Development (ANEDD), organised by students from B3D with the support of TBS. Featuring conferences, a business eco-forum, eco-awards and practical workshops;
- **Questioning and challenging the stance of businesses** in relation to CSR and SD, a criterion which has been included in internship reports since 2007.
The CSR-SD course in detail

SHARING THE SCHOOL’S APPROACH TO SOCIAL RESPONSIBILITY

In the first seminar of term, the various players involved in the school’s SR strategy (school services, contractors, student associations) are invited to come and see their activities. Participatory workshops are offered around mobility, waste sorting, etc.

In order to measure the impact of TBS’s teaching on students’ knowledge of sustainable development, they are asked to take the Sullitest at the beginning and end of their course. This multiple-choice test also helps raise their awareness of SD-SR issues.

A 15-HOUR MODULE ON SR

This module delivers a theoretical contribution on the origins, definitions, benchmarks and tools of CSR. Students work in small groups to analyse the stakeholders of a business charged with irresponsibility. As a second step, they analyse the CSR-SD practices and policies of a business seeking to develop outstanding responsible practices.

NATIONAL STUDENT CONFERENCE ON SUSTAINABLE DEVELOPMENT

A key student event on the theme of sustainable development, the ANEDD celebrated their 10th anniversary on the 7th April 2016 at the Toulouse Business School (see principle no 6).
The ability to engage in critical reflection on social issues has been identified as one of the key skills assessed in internship reports.

SOCIETAL REFLECTION INCLUDED IN THE INTERNSHIP REPORT

From the moment, they set foot in the firm where they do their first-year internship, students are asked to reflect, with the help of a guide, on the social and environmental performance of their company.

The aim is to ensure that students automatically take these ideas into account throughout the analysis of a work situation or a strategic problem.

The ability to engage in critical reflection on social issues has been identified as one of the key skills assessed in internship reports.
Inclusion of CSR-SD in educational project

As well as the four-part pathway taken by more than 450 students in a year group, many of them are involved in other group projects which involve SD-CR issues.

THE THINK AND CREATE WORKSHOP (ATC) PROJECTS

In the first year of the Grande Ecole Program, students get to spend an academic year creating and carrying out a project of their choice on cultural, artistic, social, humanitarian, sporting, or economic themes, or on business creation.

The aim is to learn to manage a project with rigour, the all the while being supported by a tutor and a mentor from the professional world or from civil society. Every year, we monitor the different types of project. More than 60% of them have a strong social, environmental or humanitarian component.

- Helping a young high school student living in priority neighbourhood of the city by offering access to cultural and sporting access activities and educational guidance.

Examples:

- Two-hour training sessions in first aid led by students on behalf of the Red Cross, jointly coordinated with the volunteer community, taking part in patrols.

- In partnership with the league against cancer, organisation of the Oncorun – a race which raises awareness and funds for research into cancer treatment and prevention.
THE SESAME PROJECTS

In the third year, students can choose from several SESAME projects (Seminar for Strategic Studies Applied to Business Management) on themes around SD. Groups of 40 students get to advise businesses or communities engaged in SD activities.

In the past few years, SESAME projects centred on sustainable development have had dealings with, for example, Ecocert (certified organic) and Primium non no cere, the non-profit IES (Initiatives pour une Economie Solidaire – Initiatives for a Social Economy), the Communauté des Communes des Coteaux Bellevue, EDF (an adapted business) and the firm Poult.

Examples:
Vocational options

In their final year, in each professionalisation option, research memoires are written on CSR-SD themes. A special SD option has been available since 2004.

Progress in corporating CSR in each discipline

For several years, lecturer-researchers have been invited to take part in conferences on CSR-SD to help them develop their skills in these fields. Around 20 lecturer-researchers are involved in research projects linked to these issues.

Each teaching department and each specialised Masters reports on the time allocated to CSR-SD issues in mainstream classes:

- Management control, accountancy and auditing
- Law
- Economics and Finance
- Information management
- Marketing – International Business
- Industrial organisation, logistics and supply chain
- Responsible organisation and human resources
- Strategy, entrepreneurship and innovation.

All instructors are asked to complete, department by department, a chart held in a collaborative shared dossier which shows program by program, where CSR sits in the teaching.
Progress still needs to be made, because it’s not always easy to determine what comes under the heading of CSR and SD and to evaluate the number of hours, but the work of collecting syllabuses, case studies and course materials helps raise general awareness, and aids collaboration, reflection and innovation in all the teaching departments.
Specialized Masters® Program

For the past few years, each leader of a specialised Masters has had to complete a document identifying the modules and the space given over to CSR-SD issues. All the specialised Masters aim to dedicate a minimum of two days to these issues, with an emphasis on CSR questions embedded in the theme of the Specialised Masters.

Bachelor Program

Following experiments carried out in the PGE and Bachelors, in 2014-2015, we worked on a Bachelors pathway which was launched at the start of the 2015 academic year.

THE CSR-SD PATHWAY AT BACHELORS LEVEL:

- 50 hours of solidarity-driven civic service
- A CSR board game to look at the concept from the point of view of a SME with Palanca in the second year
- A HR module in the second year with a part dedicated to CSR-SD
- Critical reflection of the business’s stance on CSR-SD included in the internship report
**FOCUS ON TWO INNOVATIVE PEDAGOGICAL APPROACHES**

The CSR-SD board game

- **Objectives:** to understand the broad principles of CSR and find out about all the benefits to a business of putting in place a CSR strategy

- **Content:** using real business case studies, the players will be able to suggest innovative solutions to a range of problems linked to sustainable development. In the last segment, players have the chance to demonstrate their own challenges / projects. The game aids recreational group reflection on ways of implementing social, environmental and local improvements, for a real business. One case / four sprints / context cards / solution cards / hybrid teams.

A tree is planted for every Bachelors student with Pur Projet (to date, more than 2,000 students and more than 2,000 trees):

As part of its sustainable development work, TBS has chosen to get involved in a Pur Projet in the north of Morocco called Women of the Rif which funds the planting of a fruit tree for each Bachelors students in Toulouse, Casablanca and Barcelona. From this gift of a ‘tree of life’ has grown a student conference which introduces the notions of sustainable development and corporate social responsibility. This conference is organised with students from the sustainable development bureau who will show students how they can get involved by working with non-profits.

→ Find out more about TBS and PUR Project reforestation
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.

PRINCIPLE 4

RESEARCH
TBS reports regularly on publications and research work linked to CSR-SD on its website and elsewhere. A range of research reports written for a broader readership are published on the TBSsearch site and at the Matinales de Recherche (Research Mornings) organised by TBS which is illustrated here with examples from 2016 and 2017.

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Launch « New Business Models » chair in 2014

The New Business Models chair was launched in 2014 as part of the Pierre de Fermat Chair of Excellence project. This chair is directed by the Dutch professor Jan Jonker, who is known internationally for his work on sustainable development and business models. Professor Jonker spent two years working with TBS lecturers and students on this European project, financed by the Conseil Régional Midi-Pyrénées.

This research has helped to develop key knowledge and apply it in the field of business models for a circular and collaborative economy leading to a more sustainable economics. Several cases from the Midi-Pyrénées region have been studied under the aegis of this Chair and compared with other European countries during symposia organised at TBS.

Over the two years of the chair's existence, three international seminars have been held on new business models.
Two international workshops were held at TBS in 2014-2015 with a view to editing a publication on new Business Models. Student work (groups of 29 students) on New Business Models (NBM) was carried out in 2015 and was presented at an event which took place on 9th May 2016. The aim is to create an inventory of organisations classed as NBM in the Midi-Pyrénées region.

Professor Jan Jonker was assisted by a PHD student and by an intern from the Specialised Masters in Sustainable Development and Climate Change who wrote a professional thesis on three NBM organisations in the region.

A «New Business Model» Mooc was launched in 2016 which explores the key elements in the construction of a viable business model responsive to the new demands of sustainable development and CSR.
SIRIUS is a business chair founded on an original public-private partnership between three major players in the global space sector (the CNES, Airbus Defence and Space and Thales Alenia Space) and two renowned higher education establishments: the University of Toulouse 1 Capitole and the TBS.

It's a new approach to modern space activities, firmly oriented towards industry needs.

SIRIUS covers institutional, regulatory, economic and management issues raised by the spread of social uses of satellites, the opening of the market for space activities and the development of business applications of space techniques.
The research project aims to study flexitarianism, which is an attitude to food consumption which looks to reduce meat. Two articles are available on TBSearch which look at developments and initial research conclusions.

Supporting the rise of Flexitarianism

SEARRCH (Sustainability Engineering Assessment Research for Recycled Composites with High value) has obtained funding from the ANR (National Research Agency). The aim is to invent relevant indicators (environmental, social, economic) and to develop methods and tools to assess the sustainable value of the composite recycling sector, specifically CFRP (Carbon Fiber Reinforce Polymer) used in the aeronautical industry.

On 23rd January 2018 a conference was held at TBS entitled “S’attaquer aux défis d’aujourd’hui de la filière de recyclage des CFRP” (MEETING TODAY’S CFRP RECYCLING CHALLENGES) which put the various main actors of this project around a table to present their conclusions and advances made in this field.

SEARRCH is made up of a multidisciplinary consortium of four partners (Altran, INPT/LGC, the University of Bordeaux/ISM, Toulouse Business School), all experts in simulating systems and processes of recycling, LCA (Life Cycle analysis), flow models, applied maths, multi-purpose constrained optimization, decision-making tools, environmental economics, environmental legislation and sustainable business. The SEARRCH project, which stretched over 42 months from 1st January 2014, obtained funding of €575,000. It has also received accreditation from Aerospace Valley.
Performance indicators linked to sustainable development

Today, the objectives of sustainable development are being gradually integrated into big companies in their performance indicators and their reporting.

In this piece of intervention research, the researcher, Delphine Gibassier, carried out the following missions:

- Participation in an international standardisation project to develop performance indicators linked to the objectives of sustainable development of which Danone is the co-president.
- Creation of performance indicators linked to the objectives of sustainable development for Danone.

This project was funded by Danone as part of a piece of intervention research. The duration of the project was from September 2017 to August 2018.

The role of finance directors in sustainable development

The general objective of this research is to understand how finance directors act to promote sustainable development.

This project is funded by the Research Foundation of the Institute of Management Accountants (IMA) based in the United States. The project ran from April 2017 to April 2018.
The process of specific monitoring of CSR-SD publications

Monitoring of research publications around CSR–SD is carried out each year.

Some 20 lecturer-researchers have published articles in the fields of CSR-SD in 2016-2018.

Their fields of research concern:
- Environmental economics
- Carbon sequestration, CO2, climate change
- Adapting to global warming, CO2, carbon tax
- The emergence of renewable energies and R&D
- Socio-environmental performance of businesses, environmental reporting
- Carbon accounting, integrated reporting, environmental accounting
- Environmental management control
- Measuring sustainable performance
- Company governance and sustainable development
- Corporate Social Responsibility
- Management of sustainable development and CSR
- CSR and public services
- CSR and Human Resources management
- Diversity
- Ethnic and spiritual diversity, Islamic business ethics
- CSR and organisation, CSR and capitalism
- Organisational innovation and combating poverty in Brazil
- Gender equality
- Health and vulnerable workers
- Gender and consumer behaviour
- CSR and consumers
- The right to be digitally forgotten
- Data protection

As part of its various research activities, TBS has sought to publicize the research of its young doctors around CSR-SD by creating a research contest to mark the 10th anniversary of the National Student Conference on Sustainable Development (see principle 6).

New lecturers were recruited in 2018 with a strong appetite for addressing the issues of sustainable development and social responsibility.
PRINCIPLE 5

PARTNERSHIP

“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.”
A range of projects presented in principle no 4 (Research) express the school’s involvement in partnership projects with businesses, as part of the Chair of New Business Models and the SEARRCH project, among others.

### Business/university partnerships in other contexts

**PTCE, REGIONAL CENTRE FOR ECONOMIC COOPERATION**

Le Multiple (or The Fertile Imaginations) is an external body dedicated to collaborative economics where social innovators, digital manufacturers, designers and craftspeople combine their talents and their networks. Located on a 4,000 m² area of industrial wasteland in the centre of Toulouse, Le Multiple brings together two founding organisations, La Serre (The Greenhouse) and the FabLab Artilect. **The PTCE has links with the research work of the New Business Models Chair of Excellence.** Members of the PTCE teach on TBS’s programs and are involved in various student projects (ANEDD, among others). TBS is a subscriber to GAREM, (Midi-Pyrénées Responsible Purchasing Group) and of Synethic, which is a member of the PTCE.

A partnership was also agreed between TBS’s incubator TBSeeds INSERT LINK and the social innovation incubator "Première brique" (First Brick) with multiple backing.
TBS AND COP 21

TBS has been an active partner in two events organised in Toulouse. These two CSR-SD events have become key annual events in the city:

- **1, 2, 3 Climate with Touleco, Toulouse Métropole and the Région Occitanie.** This day-long event brings together more than 600 people (from businesses and the local community) to develop solutions to global warming. Students from B3D are also involved in the day.

- **CSR in the dock in partnership with local CSR networks** (non-profits, trade unions, consultants, businesses). In an original approach to presenting CSR, a court case was simulated with CSR facing three charges. CSR was acquitted by the 200 people present.

Other interactions around research projects and demonstrations are being organised jointly (see principle no 6).
PRINCIPLE 6

DIALOGUE

“We will facilitate and support dialog and debate among educators, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.”
TBS is a key player in new ways of thinking about responsible management education, and participates in a variety of national and international networks.

In 2017, TBS joined the Chapitre PRME France & Benelux (the France and Benelux chapter of the PRME – Principles for Responsible Management Education):

- At local level, the school has contributed to the development of local projects like responsible purchasing within the Federal University (representing all the universities based in the region)
- At national level, TBS joined the CIRSES network (Collective for the Integration of Social Responsibility and Sustainable Development in Higher Education) in 2015.

At international level

The school is involved in the creation of the France / Benelux chapter of the PRME. The PRME chapters play a major role in teaching responsible management and in the response to regional issues around sustainable development (see CP PRME November 2017).

TBS continues to participate in the annual “Flourish Prizes” (see principle no 3).
At national level

Since their creation in 2007, TBS has participated in the CSR-SD focus groups of the Conférence des Grandes Ecoles.

The school is present at SD meetings and events organised by the Conférence des Grandes Ecoles with a view to continual improvement. In 2013, TBS also joined the CGE’s gender equality advisory group.

TBS was one of the first management schools to receive the CSR-SD quality mark as part of measures put in place by the Conférence des Grande Ecoles at the Conférence des Présidents d’Universités in January 2017.

As a school which has carried the « SD&SR Label » quality mark since 2017, TBS has become a key player and active participant in promoting SR in higher education.

Finally, TBS is part of CIRSES (Collective for the Integration of Social Responsibility and Sustainable Development in Higher Education) which is a professional body created in September 2013 with three missions:

- To support the people in charge of the Sustainable Development and Social Responsibility (SD / SR) missions in higher education establishments
- To contribute to the spread of sustainable development and social responsibility in higher education establishments
- To be a benchmark for sustainable development and social responsibility in higher education and research in France
At regional level

TBS has been part of the regional network of benchmark organisations Développement Durable Midi-Pyrénées (Sustainable Development Midi-Pyrénées) since it was created.

The network aims to pool experience and tools.

TBS is aware that access to jobs and resources for business creation is more difficult in priority neighbourhoods of the city, so it decided to get involved by signing the “Entreprises et Quartiers” (Business and Neighbourhoods) charter which aims to boost access to jobs for local residents and encourage business creation.

- With the support of the Federal University, in 2017 TBS set up a meeting with 25 buyers from the European Union Affairs Commission (EUACOM) on its premises to promote discussions about its policy on responsible purchasing, thus becoming a motor and support for the development of this purchasing policy in other schools and universities in Toulouse.

- Every year, TBS takes part in a nationwide operation called Tour de France Agir Ensemble (Act Together) which aims to raise awareness among the whole university community of the environmental impact of daily habits and the importance of adopting more eco-responsible behaviour. The objective is to change behaviour and intensify the impact of the energy rehabilitation policies of universities or schools.

Since 2010, over a week at the end of November / beginning of December (a day at TBS), Sustainable Development workshops were offered to all users of participating campuses: students, lecturer-researchers, administrative and technical staff, etc.
Faithful to its aim of bringing together the maximum number of players around the issues linked to sustainable development, the scheme will go even further in 2017, promoting collaboration between local players. The Student’s Union (CROUS) and local community now operate the scheme jointly in a neighbourhood or campus, working together on some of the workshop content and defining the focus of collective action.

Our message is clear: each individual action benefits the collective, so... Let’s act together!

With contents changing according to region, the workshops that ran in the cafeteria at TBS offered all users the chance to join in on the issues linked to their region, where they are called to action.

Using a participatory and fun approach, we are promoting a positive approach to ecology, within everyone’s reach.
Partnerships developed to deploy CSR-DD policy

TBS is developing multiple partnerships in order to implement its CSR-SD policy and play a role in debates around these themes.

WITH T3C (TOULOUSE CHANGE COMMUNICATION CONFERENCE)

Since 2015, TBS and T3C have been facilitating reflections and debates around more effective and responsible communication. The conference held on 9th June 2017 was a perfect illustration of this: “Communication, transition and neuroscience: towards an end to advertising?” In the face of an advertising model which serves transition, how is neuroscience devising new, more responsible communication practices?

WITH WORLDCLEANDAY:
THE GRASSROOTS MOVEMENT FIGHTING LITTER

This action aims to generate global awareness through a massive, worldwide mobilisation over a single day. Every year in France, eight million tonnes of litter are thrown into the sea, 80% of which comes from the mainland. That’s 60 kg of litter per second. Sources: Conseil Général de la Somme, VFN, IPSOS – Ellen MacArthur Foundation.
Organisation of the FACE – DSI conference. This is an adapted business with which TBS has forged a partnership for students in their third year of undergraduate studies (first year of the Grande Ecole Program). Students taking the vocational human resources option have done simulated interviews with FACE as part of the Disability encounters (“Rencontres handicap”).

The partnership with Pure Project also focusses on research symposia organised by TBS. Participants are given the chance to compensate for their journeys by funding tree-planting as part of an agroforestry Pure Project.

The Alto Huayabamba is led by producers from the cooperative ACOPAGRO in the San Martin region of the Peruvian Amazon. The reforestation project, which has been underway since 2008, aims to develop agroforestry system models to ensure the long-term sustainability of cocoa plantations. The cooperative ACOPAGRO brings together more than 1,500 small cocoa and sugar cane producers.

The cooperative was created in 1997 as part of a United Nations project launched in 1994, which aims to replace coca plantations with cocoa plantations.

For the past four years, TBS has contributed a tree for every student on the Bachelors degree course (see principle no 3).
The ANEDD: student initiative and educational innovation

An annual fixture for the past 12 years, the ANEDD, put on by B3D (Sustainable Development Bureau), aims to promote issues around sustainable development among young people across France.

Along with the courses that are part of the first year core module in CSR-SD, the ANEDD are part of the Grande Ecole Program. Using a flipped classroom method, students are invited to critically reflect on sustainable development and to take a position. The ANEDD are entirely student-conceived. They decide on subjects for the round table events, choose the speakers and moderate the debates and competitions. They vote for the winners of the Eco-Awards Coups de Coeur and award the prizes.

A huge success from the outset, this pioneering event has given birth to the REFEDD (French Students’ Sustainable Development Network).

With national reach, it brings together more than 100 French student sustainable development groups.
THE ANEDD 2017 MARKED THE BEGINNING OF A SECOND SUCCESSFUL DECADE

On 6th April 2017, TBS hosted the 11th edition of the National Student Conference on Sustainable Development (ANEDD). Organised by students from B3D (Sustainable Development Bureau), it broadened its audience this year by opening the event up to the general public and broadcasting the highlights on social networks. Debates, workshops and four competitions christened Eco-awards to reward the most innovative sustainable development projects in three categories: students, businesses, communities, research.

EN ENLARGED AUDIENCE FOR THE 2017 EDITION

The ANEDD attracted more than 700 participants.

For the first time in 2017, places were opened up to the general public. Around 100 people took the opportunity to join us at the event. In another new departure, coverage of the event on social networks, meant that internet users were able to see the highlights.

The conference on “Young people and Sustainable Development” received over 22,000 views on Facebook.

The 11th edition of the ANEDD was relayed via Twitter with the hashtag #ANEDD2017. A bigger audience, all committed to disseminating the aims of ANEDD as widely as possible: “do whatever it takes to make sustainable development a part of our lives and the lives of our generation and no longer just a concept,” in the words of the student organisers from B3D.
One of the highlights of ANEDD 2017 was the participation of the then environment minister, Nicolas Hulot. He awarded the Student Eco-awards Coup de Coeur prize to the creators of Hopaal, a clothing brand whose products are 100% recycled, whose acquisition costs helped to finance a good cause. “An example of a virtuous circle,” according to Nicolas Hulot.

In his instructive keynote speech, “Young people and sustainable development,” Nicolas Hulot explained the reasons for the ecological, economic and demographic debt burdening societies. He reminded his audience of the importance of solidarity and humanity:

“in relation to the problems we face, it’s not intelligence that’s lacking, but common sense”.

Audrey Renaudin (REFEDD), Adèle Muller (GÉNÉRATIONS COBAYES) and Rebecca Sfedi (NOISE) also gave speeches.

« To be an ecologist is to be radically humanitarian; it to put human values everywhere ». 

Nicolas Hulot (former Environment Minister) - Why His Involvement Made Sense
On 5th April 2018, TBS hosted the 12th edition of the National Student Conference on Sustainable Development (ANEDD). These ANEDD were held under the sign of action and interactivity. The 750 participants experimented with a number of sustainable and responsible solutions, to be used in daily life. The highlight of this 2018 edition was the conference.

The day continued with the traditional Eco-Awards prize-giving, which rewarded innovative projects linked to sustainable development. A day rich in exchanges and discussions, with the watchword:

« Action, now! »

« From exploration to action », with, as guests of honour, the Arctic explorers Emmanuel Hussenet, Gaël Derive, Loïc Blaise and Théo Rohfritsch, a former TBS student who cycled 25,000 kilometres for Cycle for Water. 

THE 12TH EDITION OF THE NATIONAL STUDENTS CONFERENCE ON SUSTAINABLE DEVELOPMENT: 'ACTION!'
Another Success

For 12 years, the success of the ANEDD has been growing and the 2018 edition was no different. 750 participants met to discuss topics related to sustainable development: students, partner firms and exhibitors, Eco-Awards participants, TBS staff and the general public, to whom the event was open.

“The ANEDD brings together players from different horizons to focus on a universal issue – this is its strength.”

Joas Desserre, President of TBS’s Sustainable Development Bureau (B3D) and co-organiser of the ANEDD.

New this year, DIY workshops and sign language interpretation of the highlights of the event (keynote speech, conferences, workshops, etc), to boost accessibility.

Innovation was also the order of the day, with the choice of central theme universally turned towards action. The objective: to encourage participants to reflect and experiment to find concrete solutions.
It was nine o’clock when Emmanuel Hussenet took to the podium to open the conference:

“We need to get started, our inner energy will save us and danger will force us to take action.”

It was nine o’clock when Emmanuel Hussenet took to the podium to open the conference:

« From exploration to action ». The Polar explorer immediately set the tone for this 12th edition:

During the conference, along with Gaël Derive, Loïc Blaise and Théo Rohfritsch, he shared eyewitness observations of climate change and its disastrous consequences: depletion of resources, limited access to water, disappearance of the ice caps, famines, etc.

Such were the powerful and upsetting images that woke up the participants of ANEDD 2018 to the compelling need to act.

PRACTICAL WORKSHOPS TO EXPERIMENT WITH DIFFERENT COURSES OF ACTION

Thirty workshops were on offer to participants:

DIY workshops:

● Making cosmetics or household products
● Exploring the properties of plants
● Introduction to DIY and re-use of resources
● Introduction to permaculture
● Organising a Disco Soup (a participatory soup cooked from unsold supermarket products)

In the food and farming village, a workshop on “eco-grazing” was held in the presence of a herd of goats.

One of the bee hives sited on the roof of TBS was brought down for a workshop on making honey.

A social welfare village

focused this year on raising awareness of sign language.

Finally, the Ecoforum village

displayed responsible alternatives in the fields of food, textiles, wellbeing and culture on 40 stands held by businesses and non-profits.
The partnership that we have initiated this year with ANEDD shows Veolia’s willingness to exchange ideas with the future generations about work in the water and sanitation sector. For this reason, it has been particularly interesting to co-construct the workshop that we ran with the students and to help them fulfil their objectives: to understand issues around water and to have a vision of the solutions we could put in place in the future.

Pierre Dissaux, Director of external relations, Territoire Toulouse Pyrénées, Veolia water action.

The ANEDD constitute a recognised event on the theme of social responsibility and sustainable development. As a world leader in the organic certification of farming and cosmetics, we are convinced of the importance of taking swift and concrete action. As well as the argument of geographic proximity and common interests, being a partner of the ANEDD means we can participate in raising awareness among students and therefore our future generations. It’s important because tomorrow, they will be the players.

Fanny Raynier, Head of CSR, Ecocert.

The enthusiasm shown by students at the ANEDD gives a positive vision of our future. These managers of tomorrow are acutely aware of the need to incorporate economic, social, societal and environmental impacts into their decision-making. These are the jointly-held values that govern the actions of TBS and La Banque Postale, the first bank in France and the world in terms of extra-financial performance.

Anne-Marie Scheffler, head of CSR and environmental reporting, La Banque Postale.
As in previous years, the Eco-awards rewarded the most innovative sustainable development projects in five categories: students, businesses, public utility companies, and research. Among the 73 projects presented, 24 were selected to be “pitched” to a jury of students and professionals.

**Business Category**

- **Grand Jury Prize – Aglaé**: the first design agency for plant-based lighting which is developing an alternative to 100% electric lighting and promotes energy saving.
- **Student coup de coeur prize – Circul’R**: the first international network of circular economy startups. Manages a single network of more than 300 entrepreneurs from all over the world.

**Research Category**

- **Grand Jury Prize – Api Campus, Alexis Buatois**: Project combining research, training and innovation: siting of five connected bee hives, consciousness-raising around biodiversity and the conservation of pollinators, planting of pollen-producing trees and meadowland on the Rangueil campus.
- **Student coup de coeur prize – Andréas Eriksson**: Project “Experimenting with levers and catalysts of communic’action for sustainable lifestyles”.

**Student Category**

- **Grand Jury Prize – Campuses and roofs**: participatory, self-managed and ecological accommodation project, designed by and for students.
- **Student coup de coeur prize – MooringaWays**: launched by TBS’s Humanitarian Bureau (BDH). The project aims to create a plantation in Burkina Faso, with the aim of combating malnutrition and facilitating a village’s economic development.
Public utility company Category

- **Grand Jury Prize – the 100th monkey:** Creating the workspaces of the future, adapted for city suburbs. Collaborative, inspiring and involving new forms of farming, these areas, half-farm, half-office, offer new forms of work to the self-employed, remote workers, freelances, and neo-farmers.

- **Student coup de coeur prize – Robin Hood of the seas:** A project to reduce marine waste to help restore the prestige of river and sea sailors.

“For years, TBS has been investing in building the world of tomorrow. Its work on CSR/SD is part of its DNA and brings together all the school’s stakeholders... in particular, our students. This year, they have once again shown great lucidity in their approach to sustainable development and an extraordinary capacity to mobilise effectively to change the rules with the message: “Action, now!” It gives me great satisfaction to witness them tackling these issues.”

François Bonvalet, director general of the TBS

Link to photos: ➔ https://www.flickr.com/photos/groupeesctoulouse/albums/72157695066959884

Link to videos: ➔ https://www.youtube.com/watch?v=IMN49Fyd-Uo&feature=youtu.be

Partners 2018
II. TBS:

SELF-ASSESSMENT AND FUTURE PERSPECTIVES
Every year, TBS carries out a self-assessment of its CSR-SD strategy, using as a reference the Conférence des Grandes Écoles and the Conférence des Présidents d’Université.
Contributing, with all stakeholders (internal and external) to the building of a responsible society which reconciles economic, social and environmental dimensions

Formalising its Social Responsibility & Sustainable Development (SR&SD) policy and to include it in all the establishment’s activities

Deploying (human, technical and financial) resources and pilot SR&SD within the establishment (structures, staff, control panel, etc)

In the five fields of reference, and across 18 strategic and operational variables, the school assesses itself on a scale from 1 (awareness level) to 5 (exemplary level).

The results of 2017’s self-assessment are shown below:

**Governance**

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<td>Formalising its Social Responsibility &amp; Sustainable Development (SR&amp;SD) policy and to include it in all the establishment’s activities</td>
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<tr>
<td>Deploying (human, technical and financial) resources and pilot SR&amp;SD within the establishment (structures, staff, control panel, etc)</td>
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**Education and training**

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<td>Integrating SR&amp;SD issues into the programs and courses/Creating centres of specialised training</td>
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<tr>
<td>Promoting and supporting the development of SR&amp;SD skills among staff (lecturers, researchers, administrators)</td>
<td>3</td>
</tr>
<tr>
<td>Promoting and supporting the development of SD&amp;SR skills in students</td>
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</tr>
<tr>
<td>Promoting the development of a society which is aware and respectful of SR&amp;SD principles</td>
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## Research

<table>
<thead>
<tr>
<th>Promoting the school’s interdisciplinary research into SR&amp;SD at local, national and international level</th>
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<td>Putting SR&amp;SD research, its approach and its tools at the disposal of initial and continuing training programs and teaching</td>
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<td>Enhancing and transferring results of SR&amp;SD research to stakeholders at national and international levels</td>
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## Environmental management

<table>
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<th>Developing a policy of greenhouse gas reduction, sustainability and reduction of resource consumption</th>
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<tr>
<td>Developing a prevention and reduction of environmental damage policy (eg pollution)</td>
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<td>Developing a policy to promote biodiversity</td>
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Social and regional anchorage

- Promoting a human and social policy of equality and diversity among staff
- Enhancing and developing skills and international mobility
- Developing a quality of life policy in the school (staff and students)
- Promoting an equal opportunities policy for students
- Committing the school to the development of SR&SD across all its campuses

TBS’s CSR-SD strategy is now more than 10 years old.

It is well-established in our institution and we want to implement it successfully across the organisation with the help of student associations and all our staff and professors.
Strategy and governance

- Establish the internal organisation of CSR-SD (see Strategy)
  - Determine indicators for all the school’s flagship CSR-SD activities
  - Improve the way the school’s CSR-SD activities are communicated to stakeholders

Actively raise awareness among all staff and during management trainings

Education and training

- Promote Social Responsibility (SR) in all training and degree programmes
- Develop pedagogical innovation with regard to the approach as well as the content of teaching, by drawing on TBS’s academic college for SR
- Raise student awareness of the issues around SD&SR by taking the Sulitest: 100% of new entrants on degree courses, continuing or initial education and training take the Sulitest at the beginning and end of their courses
- Develop a partnership between TBS students and the Pure Project Women of the Rif
- Deploy the TBS game with the pedagogical aim of exploring CSR via their school’s scheme and contribute to TBS’s continuing progress
- Raise the profile of the ANEDD in the region.

Promote learning by doing through student participation in the Think and Create workshops
Research

- Pursuit and development of CSR-SD research partnerships
- Define a monitoring indicator for CSR-SD research
- Promote the dissemination of the school’s CSR-SD research among all stakeholders.

Environmental management

- Define SR indicators and objectives for all TBS purchasing
- Foster practices which lengthen the lifespan of products (IT, furniture, etc)
- Develop the school’s mobility plan (PME)
  - Manage waste sorting by means of a termly message about its impact, and take action to reduce waste at its source.

Social policy and local community

- Develop the Equal.ID project to educate managers and functional staff about TBS’s SR strategy
- Collaborative work on defining SR indicators for every manager
- Promote the school’s SR strategy to new colleagues by including it in the welcome booklet
- Develop key SR-SD partnerships locally
- Deploy the Businesses and Neighbourhoods charter within the school
- Further develop the synergy between students, administrative staff, lecturers and local residents.