



ACT FOR A BETTER SOCIETY

IMPACT REPORT 2022-2023



#IESEG
CARES

EMPOWERING CHANGEMAKERS FOR A BETTER SOCIETY

CONTENTS



TOWARDS A RESPONSIBLE AND INCLUSIVE FUTURE

Looking for impact, but which one? How do you make the right choice at the right time? How can we transform ourselves in such a changing context? How do you know that you are on the right track? These questions that everyone asks themselves in their daily lives take a particular turn in an institution such as IÉSEG. Through its research and training activities, the School is at the forefront of building a more responsible and inclusive society. We need to be able to arm the new generation, train smart decision-makers, transform practices, constantly navigate through sometimes contradictory challenges... Together, Caroline ROUSSEL and Maria CASTILLO explain the vision of a School that intends to take its full part in the indispensable transition ahead of us.

In common parlance, the term "impact" evokes the idea of precision and speed. How do you feel about it?

CR: Rather than speed, I feel that the main challenge lies in the judiciousness of our decisions. If IÉSEG is committed to a strategy that aims to transform the way we do things, it is not so much about acting in a rush as it is about acting effectively. Our job is to produce expertise and train responsible professionals to serve our ecosystem. Gradually, this knowledge and these skills will infuse the economic and political spheres, thus



Caroline ROUSSEL,
Dean

Maria CASTILLO,
Social and Environmental Impact Director

truly transforming practices over time. The impact we want to make is to produce long-lasting, deep effects rather than fast but superficial ones.

The field of social and environmental impact issues is changing rapidly. How do you adapt?

CR: The field of education is characterized by an ability to evolve, which may give us a little more flexibility than in a large organization. Our educational pathways are both very robust and changing as scientific knowledge and legislation changes. We regularly create new courses that did not exist a few years ago, for example, on the concept of non-financial reporting.

Social and environmental issues are constantly evolving. In such a complex context, how can you set your priorities?

CR: The entire difficulty of the exercise lies in the infinite complexity of each topic. A choice that may seem relevant at first glance here may have negative consequences elsewhere. To avoid blind spots, it is essential to think holistically and systemically, taking into account all the consequences of our choices.

MC: The question of our priorities is inseparable from our fundamentals. Our core business remains training, and it therefore remains our primary challenge. For the rest, IÉSEG is constantly in dialogue with all of its stakeholders to address the major challenges of our time. What do our students and graduates want? What are the expectations of our companies? Those of the public authorities? How to act on the most promising and useful levers? This openness enables us to stay attentive to the major movements that are shaking up our society.

Your stakeholders do not all have the same expectations, perspectives or timelines. How do you reconcile sometimes different positions?

CR: The fact that everyone expresses different expectations is not a problem in itself, on the contrary: it is through this dialogue that one can find common ground. Within IÉSEG, this translates into choices that are made based on our vision and resources: we cannot do everything at the same time and at the same pace, but we can explain why such and such a measure will be implemented rather than another one that is not abandoned, but programmed differently. From the moment these choices are explained and assumed, everyone can hear and understand them. We are guided by pragmatism: what can we do, for what result and within what deadlines?

MC: We are fortunate to welcome students who are often very strongly engaged. Their enthusiasm drives us to go farther and faster, but our role is also to explain why you can't transform everything in a few weeks. The best way to convince them of this is to get them involved in the process so that they can get a feeling of the barriers or difficulties behind each issue. Not only does this have the advantage of transparency, it is also extremely instructive.

Are the students who enroll in IÉSEG today more aware of social and environmental issues than previous generations?

MC: The new generation is more aware than previous ones, but that does not mean they are better armed or more engaged than before. However, some indicators are showing signs of change. Last year, about 30 percent of master's theses covered social and environmental impact issues. Given that the choice of subject is entirely up to them, this is an interesting sign.

CR: A cohort of students is nothing other than a reflection of our society, and thus reflects all the viewpoints that permeate it. It is important to remember that in the first year of our post-baccalaureate programs we welcome young people 17 or 18 years old who are just starting out on their adult life. At that age, you cannot expect them to be fully lucid and engaged. Their time at IÉSEG is one phase in their progressive development. They discover the complexity of the challenges that await them as professionals and citizens, all the more since IÉSEG deals with these issues on a daily basis, to the extent that it has become its reason for being, its DNA.

How do you bring these values to life day in day out?

CR: Our corporate culture is based on dialogue and transparency. The 2022–2027 strategic plan is the result of large-scale co-construction work that gave ample attention to the issues: four of the fourteen themes discussed in our working groups touched on social and environmental topics. The training plan deployed by Maria Castillo's teams once again places sustainability and diversity at the heart of our concerns, as 100 percent of our colleagues will be trained in it. This common culture is essential if we want to infuse it into our teachings.

IÉSEG is characterized by the diversity of its teams, professors and students. Is this an asset or additional complicating factor?

CR: It is at once a positive factor, a competitive advantage and one of the cornerstones of our educational project. We have chosen to do everything we can to nurture this diversity that shapes the way our students look at the world. The diverse backgrounds of our students, professors and teams enrich our discussions and reflections. It is an extremely valuable way of learning to accept perceptions and beliefs that differ from our own. This diversity reflects a reality that we can be proud of: IÉSEG is a School that doesn't just talk the talk, but that also walks the walk. IÉSEG is a school that doesn't simply display intentions, but translates them into actions. Our students would not accept any discrepancy between what we say and what we do. This exemplarity is a strength.

"The diversity that characterizes our students, professors and colleagues on the campuses reflects a reality we can be proud of: IÉSEG is a School that doesn't just talk the talk, but that also walks the walk."

KEY FIGURES 2022-2023

138 courses

focused on social or environmental impact within the various programs.

19 ECTS credits

allocated to mandatory courses on sustainability within the PGE program.

89/100

Score obtained on the gender equality index.

3rd

in the Les Échos Start ChangeNOW ranking of French business schools most committed to the ecological and social transition.

Top 30

IÉSEG is among the top 30 Schools in the Positive Impact Rating for the fourth year in a row.

More than

1,700

students took part in the Introduction to Sustainability week.

5,630

students have completed the 2.5-hour training module on Preventing Gender and Sexual Violence since its launch in 2020.

COMMITMENTS

June 18th 2021

[Lille Low Carbon Commitments](#)

To limit the ecological footprint on the territory.

January 24th 2022

[Grenoble Agreement](#)

To integrate the challenges of the socio-ecological transition into educational programs and on campuses.

21 July 2023

[Post-carbon commitment charter for Paris-La-Défense stakeholders](#)

To set carbon emission reduction targets.

LABEL



27 June 2023

+ [DD&RS Label](#)

In recognition of the relevance and impact of IÉSEG's Sustainable Development Strategy and actions with regard to the five sections of the benchmark: Strategy and Governance, Teaching and Training, Research and Innovation, The Environment, Social Policy.

HIGHLIGHTS 2022-2023

OCTOBER-DECEMBER 2022

University Climate Convention

Students, professors and administrative teams, committed to sustainability and diversity, participate in the University Climate Convention.

NOVEMBER 2022

Launch of the Solidarity Fund for students in financial difficulty

The IÉSEG Foundation launches a specific solidarity fund to support students currently studying at IÉSEG who have financial difficulties.

Partnership with B Lab France to transform organizations toward more sustainable and responsible models

IÉSEG and B Lab France sign a strategic partnership to help organizations evolve towards more sustainable and responsible models.

JANUARY 2023

Financing the construction of a field for blind football

The Bondy Cécifoot Club entrusts IÉSEG CONSEIL Paris, the School's Junior-Entreprise, with the mission of helping to finance the construction of its football field for the blind.

FEBRUARY 2023

Mandatory staff training on sustainability and diversity is launched

MARCH 2023

Sustainable Development and Diversity Week

Around the theme "How do we prepare for a more fair, equitable, diverse, inclusive and sustainable world?".





HIGHLIGHTS 2022-2023

MARCH 2023

8th ICOR Awards

Aurélia Gorret wins an ICOR award for her master's thesis on brand activism in the beauty, hygiene and well-being industry.

APRIL 2023

New research chair with the DFCG

This new research chair in partnership with the DFCG, the Association Nationale des Directeurs Financiers et de Contrôle de Gestion (National Association of Financial and Management Control Directors), focuses on the theme of "CFO and Sustainable Transformation".

MAY 2023

B Corp Party Hauts-de-France

The IÉSEG campus in Lille hosts the B Corp Hauts-de-France network for a day of conferences, debates and meetings.

JUNE 2023

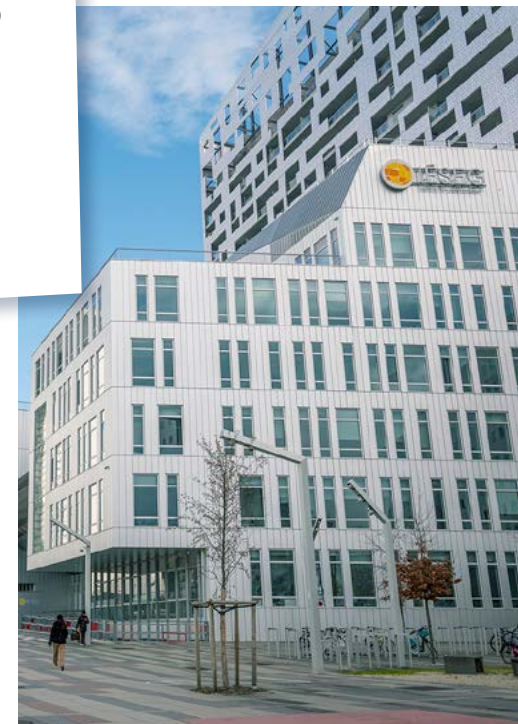
DD&RS label

IÉSEG receives the DD&RS higher education label for a four-year period.

JULY 2023

Signature of the Charter of Commitments for the Environmental Transition of La Défense

IÉSEG signs the Post-Carbon Charter of Commitments proposed by Paris-La-Défense, the goal of which is to collectively reduce the business district's carbon emissions by 2030 and to usher in new practices.



A FUNDAMENTAL CONCERN

If there was still a need for proof of IÉSEG's commitment to social and environmental impact, the way in which its 2022-2027 Strategic Plan is structured today would probably be most apt: two of its five major focal points are directly linked to sustainability and diversity issues.

Building an intercultural, diverse and inclusive community

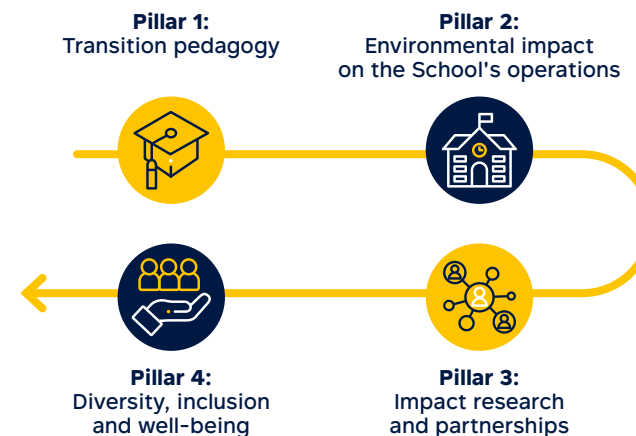
IÉSEG focuses on ensuring that everyone learns how to interact, inspire others or collaborate within a multicultural team. Whether administrative staff, professor-researchers or students, everyone should understand how they must act but also recognize and respect others so as to build an inclusive community.

Strengthening the systemic and holistic approach to sustainability

Faced with the myriad ways of approaching sustainability issues, the School focuses on a systemic vision, the only one capable of producing a global response. This vision involves raising awareness among staff and students about the major challenges of the century, with climate change at the forefront. This approach is reflected in the constant dialogue that IÉSEG maintains with its entire ecosystem, from companies to public authorities and NGOs.

Beyond these two areas directly focused on social and environmental impact issues, IÉSEG is not unaware of the notably cross-disciplinary nature of sustainability issues. This is integrated into the other three areas and is constantly taken into account.

On this global foundation, IÉSEG's social and environmental impact strategy has been structured around four pillars:



“Transition 2026”: tools for a sustainable approach

The “Transition 2026” program, launched in 2023, aims to equip students, professors and staff with the skills and knowledge that are essential in the face of a rapidly changing economic world.

The goals of “Transition 2026” are:

- By the end of 2024, 100% of our professors, administrative staff and students will have been trained in sustainability.
- By the end of 2024, 100% of academic departments will have started to integrate sustainability into their educational models, with action plans to be completed by 2026.
- Similarly, by the end of 2024, 100% of our administrative services will have a sustainability roadmap, with clear objectives for 2026 and KPIs to follow our progress.
- By 2026, 100 percent of courses and programs will integrate the social and environmental impact, regardless of the area of specialization and discipline, to contribute to the Sustainable Development Goals (SDGs).



STAKEHOLDERS: GAUGING THEIR EXPECTATIONS, ENCOURAGE CO-CONSTRUCTION

It is through constant dialogue with its stakeholders that IÉSEG can measure expectations that vary in terms of urgency and priorities. Since 2019, the School has been actively engaging with its stakeholders to institutionalize its social and environmental impact strategy. This led to a materiality survey across the IÉSEG community to prioritize social and environmental issues.

Five working groups, consisting of students and student associations, graduates, staff members and professors, participated to discuss in depth key topics such as education, responsible campus, diversity and well-being. These groups worked together to develop a **2026 sustainability and diversity roadmap**, including actions and initiatives, goals, KPIs and responsibilities.

The resulting strategy, structured around four pillars, reflects a collective commitment to systemic and interdisciplinary action.

To achieve this essential dimension, students from the Grande École Program's Audit and Control Major elective course "Co-creating the School's Sustainability Report" have been conducting a series of surveys since 2022, aimed at helping the School measure its impact and drive stakeholder engagement.

In 2023, **111 persons** - students and parents, partner companies, staff members and graduates - were surveyed. This survey made it possible to measure how they perceive the sustainability issues that arise at IÉSEG and to measure their perception of the School's performance in these areas. The lessons learned from this work help to achieve greater understanding of our stakeholders' expectations and perceptions.

"IÉSEG for Change": attentive to our graduates



IÉSEG works closely with its graduates. In June 2021, the IÉSEG for Change club was set up, following exchanges between the Social and Environmental Impact Direction and the graduate network. This club has become a compelling driving force and an invaluable ally of the School in developing the strategy. Its viewpoint is essential to support the redesign of programs, organize events and conferences and provide advice to students.



Laëtitia SERGENT,

2014 graduate and cofounder of the "IÉSEG for Change" club

“ In 2021, the “IÉSEG for Change” club was founded to respond to a deep desire of many graduates: to become an agent of change in an economic world that still needs to progress and to help IÉSEG train these same agents.

Our reason for being is to offer solutions to those who want to shake things up in their organization and find meaning in their professional life.

The club is also a way of connecting the people involved in the transition and helping to make their voices heard. Most of our initiatives are built in close collaboration with IÉSEG teams who help us organize webinars, roundtable meetings and develop the teaching... with a genuine freedom of tone. It is from this dialogue that change will come about.”

4 PILLARS OF SOCIAL AND ENVIRONMENTAL IMPACT





PILLAR 1 TRANSITION PEDAGOGY

DEVELOPING SUSTAINABILITY KNOWLEDGE, SKILLS AND PASSION

IESEG has set itself the goal of training students committed to serving a better society and capable of reinventing economic approaches compatible with social inclusion and a warming trajectory limited to +1.5°C.

Whatever industry or career the students ultimately choose, the School sees this responsibility and sustainability challenge as a common thread to guide them during their studies and later during their careers.

This multidisciplinary approach involves training students who are able to think critically, challenge the status quo and demonstrate real situational intelligence in all circumstances.

To achieve this, the School provides its professors and staff with the appropriate resources to embed sustainability principles into their activities.

“TRANSITION 2026”: KNOWLEDGE AT THE HEART OF THE APPROACH

At the heart of the “Transition 2026” program is the mastery of sustainability issues that concern not only students, but also academic and administrative staff. There are two key actions to remember: the implementation of a mandatory 23-hour training course for the School’s 500 employees, and the roll-out of sustainability courses for students.



An unparalleled staff training effort

To ensure that the challenges of sustainability and diversity permeate all the School’s daily activities, it is essential that its academic and administrative staff can rely on a common foundation of knowledge and a common understanding of the concept of sustainability. Since the beginning of 2023, IÉSEG has therefore deployed “Transition 2026”, a training program of unprecedented scale in the management training landscape.

Included are planetary limits and economic consequences, reduction of discrimination, new environmental regulations, etc., in a program designed to enable all to act on their own level and within the framework of their

profession to face current environmental and social challenges **“Transition 2026” aims to train 100 percent of the School’s employees, i.e. more than 500 people.**

Launched in **February 2023** for a period of **18 months**, “Transition 2026” features **seven separate modules**. In the last module, each service or department is responsible for producing a roadmap to define the means by which its activity can concretely and operationally integrate sustainability thus contributing to the sustainable transformation of IÉSEG in all areas.

In order to foster discussion on topics and issues crucial to the future of the School, the planet and society as a whole, the first modules bring staff members and academics

together. By facilitating discussions and bringing teams together, this mix stimulates creativity and enables innovative ideas to emerge in support of IÉSEG’s sustainability objectives on its campuses: adaptation of teaching and research, mobility, quality of life at work, social diversity, combating discrimination, etc.

“Transition 2026” is therefore not just a classic training program. With **23 hours of mandatory training for the more than 500 staff of the School**, it marks a key milestone in the training of tomorrow’s leaders, who will be prepared to measure and control the economic, social and environmental impacts of their decisions.

“TRANSITION 2026”: THE PROGRAM IN DETAIL

4

core modules for everyone

- Sustainability and diversity at IÉSEG
- Understanding the fundamentals of the green transition
- Dealing daily with diversity
- Managing diversity and inclusion

+1

elective module

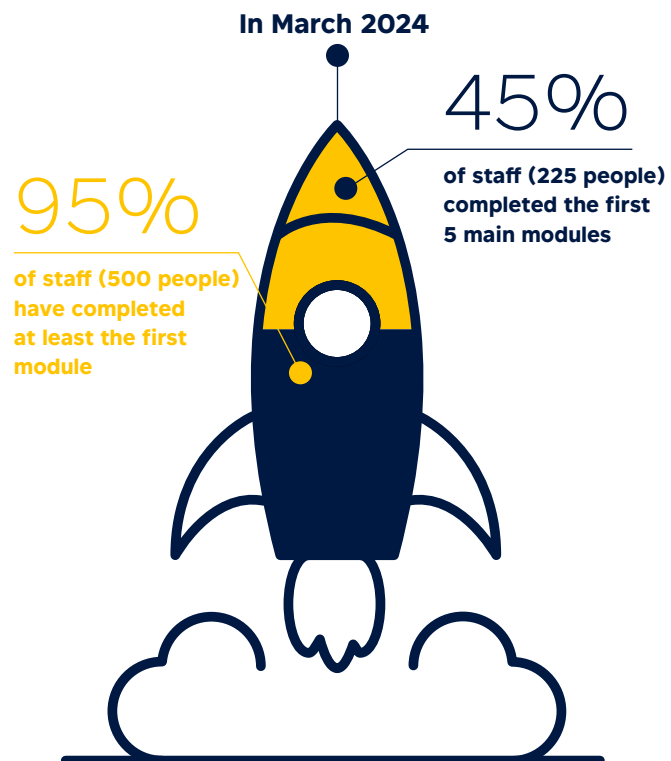
- “2 tons” workshop
- Digital Collage
- The economy in the face of climate change
- Introduction to degrowth and post-growth
- Deep Time Walk
- Understanding Neurodiversity
- Mindfulness for sustainability
- MOOC “Understanding the environmental crisis to reinvent businesses”

+2

team-based modules*

- Field trip or inspirational speaker
- Building a 5-year roadmap

* suitable for each discipline or profession.



Mamta BHATT,

Major Coordinator, Associate Professor, Department People, Organizations and Negotiations and responsible for the module “Managing diversity and inclusion”

“ From professors to administrative staff, everyone is involved in building a high-quality curriculum for the students. That is why the Managing Diversity and Inclusion module is not only about how professors interact with students, but also how the entire School can be more inclusive. To design the content, we worked with the Social and Environmental Impact Direction and various colleagues to create specific content associated with case studies and information that was discussed during the session. This enables us to address several challenges posed by diversity and discrimination issues by dismantling certain prejudices and stereotypes, whether they concern the inclusion of women, LGBTQ+ people, neurodiversity or social and economic diversity. Everyone can come out with a deeper sense of empathy and commit to creating a more supportive educational community.”

REDESIGNED EDUCATIONAL MODELS FOR MAXIMUM IMPACT

To enable its graduates to become agents of change during their careers, IÉSEG is adapting its courses to the challenges of sustainability and diversity in all Grande École Program curricula.

All courses in the Grande École Program are subject to a thorough review across all disciplines, to ensure that students understand the challenges of their future professions, and how these professions can contribute to the transition. The framework intended to support professors in updating social and environmental impact issues includes the European Union's **GreenComp framework**, **the French reference framework set by the CDEFM** and **the Shift Project's knowledge repository**. In addition, there are around sixty elective courses dedicated

to impact topics such as the Climate Lab, Closed-Loop Supply Chains and Reverse Logistics or Creating & Leading Diverse and Inclusive organizations.

This process, which is planned to extend to all postgraduate programs and elective courses, will be finalized in 2026. The School also continues to increase the number of elective courses on sustainability, through partnerships with organizations such as the Global Reporting Initiative or the B Corp movement.

PGE student paths



Myriam DEGRAVE

Head of Social and Environmental Impact and Senior Professor of Sustainability

“ Given the scale of the transition challenges, in-depth reflection on all management lessons is required. How can we ensure that the managers of tomorrow's economy acquire the knowledge and skills to be part of the solution rather than the problem?

This long-term thinking involves many professors within the School, as well as academic departments. The common goal is to offer students a solid, progressive pathway over the PGE's five years and then into the other programs.

Transformations have already been carried out, e.g addition of common core courses on climate and energy, integration of scientific knowledge relating to planetary boundaries. The integration of transition skills applied to all specializations (Finance, Marketing, HR, Operations, etc.) is a crucial step.

This collaboration is a unique opportunity to define together the role we want to play as a management School, and to make it a reality.”

Bringing Sustainability and Diversity to Life

As an integral part of the first-year student orientation program in the Grande École Program, the Bachelor's degree in International Business and the Post-Graduate Programs, IÉSEG's proposed actions are designed to raise awareness from day one of the challenges the new students will encounter throughout their studies.

In August 2023, in Lille and Paris, **1,700** students participated in workshops such as the **"Climate Collage"** and followed an e-learning module on the prevention of gender-based and sexual violence. In addition, all first-year students helped the **Banque Alimentaire du Nord** and **Secours populaire français** offices in the Nord and Hauts-de-Seine regions. More than **3,500** products were collected for Secours populaire. On the environmental front, students collaborated with the **Surfrider Foundation Europe**, an NGO dedicated to protecting and preserving the oceans. Using the "Plastic Origins" app, they scanned and collected all the plastic waste found over several kilometers along the banks of the Deûle River in Lille and the Seine in Nanterre, thus contributing to the enrichment of this European database.



TASK, a learning assessment tool

As part of the Change Management for Sustainability course, all Master 1 students— **1,461** in 2023— take the Sulitest TASK assessment. This universal certification tool, which is comparable to the TOEIC for English language proficiency **assesses students' knowledge of social and ecological issues**, and enables them to identify their learning gaps.



Garance LOSSON

Master's student, Grande Ecole Program

“ I took the Sulitest in two hours as part of my Master's at IÉSEG. Beyond the final score, I found it interesting to take this test to learn more about the current ecological and social situation and to become aware of my own knowledge on this topic.

Watching the Axa Climate School modules as part of my Sustainable Development course had given me a good understanding of the challenges, and the Sulitest allowed me to identify my own areas for improvement for the future!”

In 2022-2023

29%

of Master's theses and consultancy projects focused on social and environmental impact topics.

Responsible Leaders: highlighting student engagement

The Responsible Leaders program, launched in 2017, is aimed at students who wish to participate in one or more missions related to the School's social and environmental strategy, whether these be environmental or social issues. In 2019, it was these students in particular who drove the creation of a [Sustainability Certificate](#). Open to all interested students, it can be gained by combining several ways to demonstrate their engagement: by taking courses dedicated to CSR, participating in associations and student life, taking an internship related to sustainable development or devoting their master thesis to a social and environmental impact issue. 38 students have obtained the certificate since it was launched.

In November 2023 Responsible Leaders visited Charonne's urban microfarm.



Diversity, equality and inclusion: specific courses

In 2022–2023, IÉSEG offered **138** courses directly focused on topics relating to CSR issues. **16** of these courses are specifically dedicated to diversity, equality and inclusion, summarized by the **DEI** acronym. These topics are also integrated into other, more general, courses. The specific lessons address issues such as multicultural management, discrimination, work-life balance, and consideration of visible and invisible disabilities. In all, **3,024** students have chosen to take at least one of these courses, and **411** have taken part in two or more.



In 2023,

40

students were selected to join the Responsible Leaders program.

CRÉENSO, an award to recognize the creators of social enterprises

In 2023, IÉSEG and the Ceetrus Foundation, run and managed by Nhood, presented the trophies for the **12th Créenso Awards**. Each year, this award recognizes about a dozen founders of social enterprises in different categories. The Créenso Awards, given by a jury of professionals and students have given awards to some **120** organizations, all of which share the desire to favor the human and social dimension in their development. The CRÉENSO Award 2023 was awarded to Ville à Joie, a start-up founded by Marius Drigny This company organizes rural tours throughout France to bring shops, public health services and entertainment to the heart of villages that no longer have them, in order to recreate social bonds.



The winners of the Créenso Award share

€30,000

PILLAR 1

Key performance indicators

Category	Indicators	2018-2019	2021-2022	2022-2023
Pedagogy	Number of ECTS credits for core courses on the social and environmental impact in the Grande École Program (PGE)	N/A	17	19
	Number of core courses addressing social and environmental impact issues in all programs	N/A	21	72
	Number of elective courses addressing social and environmental impact issues in all programs	N/A	55	66
	Number of students who completed the Sulitest TASK assessment	N/A	N/A	121
	Sulitest TASK assessment score	N/A	N/A	58,83%
	Number of students attending the Impact Introductory Seminar	N/A	N/A	1,610
	Number of students who received the Sustainability Certificate	N/A	12	37
	Number of start-ups with social/environmental missions incubated at IÉSEG	N/A	N/A	N/A
	Number of Responsible Leaders	20	25	40
	Number and percentage of master's theses and consultancy projects on social and environmental impact topics	139 17%	234 29%	254 29%
Staff impact training	Percentage of administrative staff trained in social and environmental impact	N/A	N/A	92%
	Percentage of administrative staff who completed five modules of the impact training	N/A	N/A	N/A
	Percentage of academic staff trained in the social and environmental impact	N/A	N/A	91%
	Percentage of academic staff who completed five modules of impact training	N/A	N/A	N/A



PILLAR 2

ENVIRONMENTAL IMPACT ON THE SCHOOL'S OPERATIONS

ESTABLISHING A RESPONSIBLE CAMPUS

IESEG aims to create a more sustainable, responsible and resilient campus that supports the best possible learning and working environment.

To achieve this objective, the School relies on three strategic axes:

- Improving the efficient use of resources such as energy and water in buildings by implementing innovative energy efficiency measures and optimizing building performance.
- Generating more awareness on the impact of its activities, including mobility, and offering solutions and alternatives to reduce or compensate the impact of its operations.
- Promoting waste management solutions aiming to reduce waste on campus and to promote circular economy principles.

REDUCING THE CARBON FOOTPRINT

Strong commitment, visible results

Developed on the basis of dialogue with students, alumni, management and businesses, [IÉSEG climate action plan](#) covers a wide range of topics, from energy consumption control to responsible digital technology, purchasing, biodiversity and mobility. This decarbonization strategy, in line with France's [National Low Carbon Strategy](#) and the [Grenoble Agreement](#), puts the School on track to achieve the goal it set itself for 2030: **an overall reduction of 31% of its CO₂ emissions.**

This climate action plan is continuously updated and notably aims to reduce CO₂ emissions from international mobility—one of the main emissions items identified—by 30 percent.

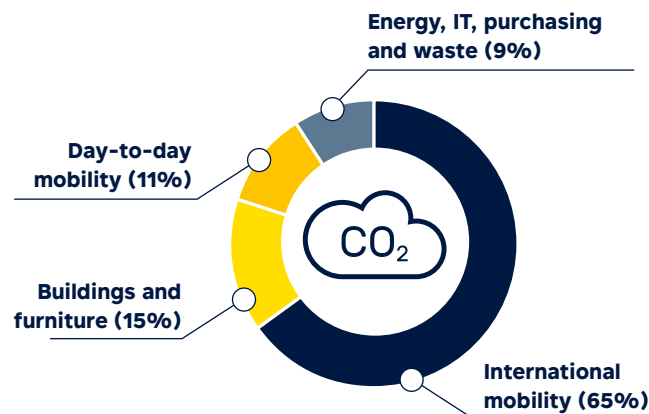
The first results are already visible: the [energy sobriety plan](#) implemented on the La Défense campus has reduced energy consumption by 28 percent and the initiatives deployed have already led to a 14 percent reduction in IÉSEG's carbon footprint between 2019 and 2023.

Measuring progress

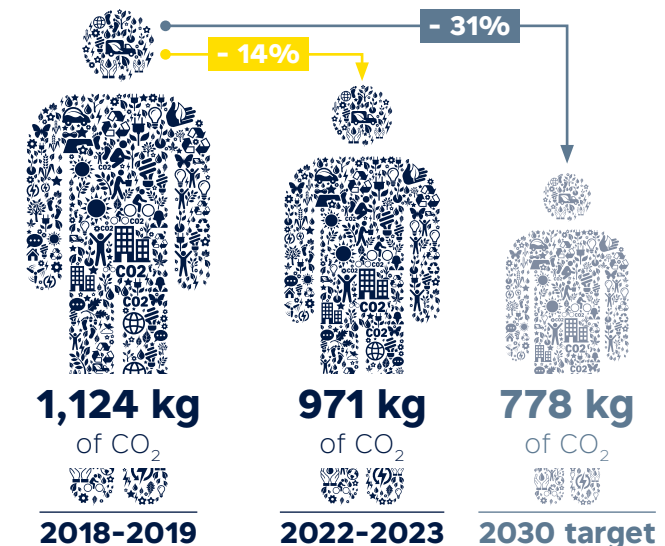


Since 2018-2019, IÉSEG has produced **carbon footprint assessments** to analyze its greenhouse gas emissions. Conducted in collaboration with the Université Catholique de Lille's [LiveTREE Carbon Trajectory Committee](#), the results of these studies, based on the methodology recommended by the French Agency for the Ecological Transition (ADEME), demonstrate undeniable progress.

Breakdown of emissions by sector in 2022-2023



Carbon footprint per person



	2018-2019	2022-2023	2030 target
tons CO ₂ equivalent	6,643 tons	7,856 tons	
equivalent per person	1,124 kg	971 kg	778 kg

Progress, aligned with the 2030 decarbonization trajectory set by IÉSEG—**778 kg of CO₂ per person**,—is continuing in line with the planned pace.

More modern and responsible campuses

With the opening of the IÉSEG Village in Lille and Les Collines in Paris-La Défense, IÉSEG is strengthening the quality of its infrastructures to offer its students modernized, low-carbon spaces adapted to new teaching methods. At La Défense, IÉSEG is expanding its campus with the new Les Collines building, bringing the total area to nearly **20,000 m²**. In Lille, IÉSEG Village enables the School to offer an attractive campus of over **28,000 m²**. Both projects attach particular importance to the environment. The redesign of the Vauban building in Lille, in particular, promotes urban biodiversity. It was opened in March 2024 and designed in collaboration with ecologists, landscapers and the Bird Protection League, and features adapted plant varieties, beehives and bird shelters on its **973 m² of terraces**.



Supporting soft mobility

IÉSEG is taking various steps to encourage the development of soft mobility. The School reimburses 75% of its employees' public transit costs. Similarly, it has introduced a mileage allowance corresponding to the commute for staff traveling with their personal bicycle. This system has proven successful with **70** staff requesting it in 2022-2023, twice as many as in 2018-2019.



In addition, the new buildings are equipped with a total of **95** bicycle and scooter parking spaces. Finally, **4** electric charging stations were installed at the IÉSEG Village building and **18** others at the Vauban building in Lille.

Lower energy consumption

The evidence on climate change is compelling and IÉSEG is accelerating its efforts to reduce its water and energy consumption. IÉSEG's 2022 [energy sobriety plan](#) initially aimed to reduce energy consumption by 15% in the winter of 2022-2023. The measures implemented made it possible to exceed this target: in just six months, electricity consumption fell by **18%** on the Lille campus and by **28%** on the La Défense campus. The School's overall final energy consumption decreased from 5,062 kWh in 2018-2019 to 4,124 kWh in 2022-2023. At the same time, heating consumption was reduced by **24%** on each campus, thanks in particular to most of its buildings being connected to the district heating networks, Resonor in Lille and Enertherm in La Défense. In order to streamline its energy consumption, the School also decided to set the room temperature in its premises to 19°C during the day and 18°C at night. These thresholds will be maintained over the coming years.



Biodiversity measures

By signing the Lille Low Carbon Pact, IÉSEG has committed itself to taking stock of biodiversity on its campuses, preserving and protecting flora and fauna, creating natural environments and diversified habitats, and informing and organizing awareness-raising actions.

Beyond the **beehives and green terraces** on the Paris and Lille campuses, IÉSEG is multiplying its biodiversity initiatives. Every year during the Sustainability and Diversity Week, the beekeeper holds a stand in Paris to raise awareness of the importance of pollination. In Lille,

a vegetable garden was opened at the initiative of a group of students and staff members who formed an association to manage it.

ACTING FOR RESPONSIBLE INTERNATIONAL MOBILITY

More than **60%** of the School's carbon emissions come from student and staff travel (academic stays, conferences, etc.). The School has therefore adopted a sustainable international mobility strategy aimed at reducing the number of trips, reducing distances traveled and favoring transportation that is less polluting than air travel, such as bus or train. To do this, the School intends to gradually use different levers.

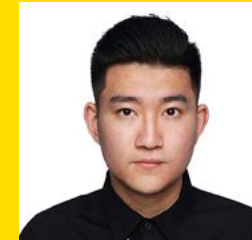
Thus, while students currently leave more than once for academic exchanges, it will no longer be possible to leave more than once for that purpose during their program for students starting their studies in the 2024-2025 academic year. An exception will remain for students taking a double degree.



IÉSEG is also reorienting its **strategy of academic partnerships by favoring low carbon-emitting areas**, notably Europe. Students will still be able to travel to areas with higher emissions, but the number of places will be gradually reduced. For their internships abroad, the School encourages students to complete them in Europe.

In addition, IÉSEG launched the **#TakeTheTrain** fund, which offers €100 of financial support to students who opt for sustainable transport for their academic exchanges or internships abroad. To date, **69** students have received this support, which may be cumulated with support offered under the Erasmus schemes.

Finally, IÉSEG endeavors to reduce the impact of its staff's professional travel, taking this criterion into account in its **annual profit-sharing plan**.



Xilong TAN

Master in Finance student and beneficiary of the #TakeTheTrain fund

“ In September 2023 I started my internship in Luxembourg and decided to take the train to reduce my carbon footprint. The #TakeTheTrain fund encouraged me to choose this greener means of transport.

Traveling by train has allowed me to enjoy beautiful panoramic views while playing an active role in protecting our planet.”

69 students
have been supported
by the #TakeTheTrain fund

GREEN IT: GREENER INSTALLED BASE, GREENER PRACTICES

With the advent of digitalization IT plays an important role in the environmental footprint of a School like IÉSEG. To reduce this, the School is committed to a digital sobriety approach, which can be seen in several major measures. Beyond the work carried out to reduce printing volumes by 50 percent, IÉSEG is committed to increasing the service life of the hardware used. Laptops, screens, etc. **by 2026, the average life span of hardware use will increase from four years to five.**

The 2023 initiatives have already paid off: automating computer operating hours has reduced energy consumption, and the slight reduction in the number of printers encourages less paper use. Beyond equipment, the School promotes more conscious digital use through staff awareness sessions, via the “**Digital Collage**” and events such as the **Digital Clean-up Day** in May 2023, which proposed challenges and tips to raise student and staff awareness about digital sobriety.

By 2030,
half

of the IT equipment used at IÉSEG will come from eco-responsible sources.

"Green IT is also about debunking stereotypes: you don't work better just because you have the latest computer model. Extending the life of the equipment also means anticipating how it will be reused and recycled. We have partnered with Econocom to change the way we manage all our IT hardware, from purchasing to servicing, repair, reuse or recycling."



Charbel KALAYLI
Head of Organization
and Information Systems

RESPONSIBLE PURCHASING: THE PROJECT IS LAUNCHED

In order to implement its responsible purchasing policy, IÉSEG is drawing up guidelines for its suppliers that will highlight social and environmental criteria such as product origins, the use of eco-sourced, recycled and recyclable materials and ethical and solidarity practices. The School's teams already took initiatives in 2023. Thus, IÉSEG already works primarily with suppliers who benefit from CSR certification. In the field of food and catering, IÉSEG collaborates with committed suppliers such as Les Cuistots Migrateurs, which offer 100 percent homemade dishes, and Café Joyeux, which employs people with disabilities.

**Laetitia DU BOUETIEZ DE KERORGUEN
and Justine FELISAZ**

Master's students in the Grande École Program,
having completed their thesis on Green IT

“ The widespread use of digital technology has real environmental impact, and this will only increase. The good news is that everyone can take action. This applies not only to individuals, but also to companies of all sizes.

That's what pushed us to work with B Lab France for our end-of-studies thesis on Green IT. The idea quickly became clear: we wanted to build a guide to offer practical, tangible and real solutions to companies looking to reduce their IT carbon footprint without always knowing where to start. For eight months, we analyzed the existing scientific literature and held meetings with dozens of people, not just IT managers. The final report is designed to address all situations, regardless of the initial awareness level of the company that wishes to engage. It is an operational, solid and concrete strategic tool with a real business bent.”



PILLAR 2

Key performance indicators

Category	Indicators	2018-2019	2021-2022	2022-2023
Carbon footprint	Total carbon footprint in tons of CO ₂ equivalent	6,643	6,258	7,856
	Average carbon footprint per user (staff + students) in tons of CO ₂ equivalent	1.124	0.844	0.971
	Percentage reduction/increase in carbon footprint per user	Baseline Year	- 18%	- 13.6%
Energy	Percentage reduction/increase in electricity consumption	N/A	Baseline Year	- 28% Paris - 18% Lille
	Total final energy consumption in kWh/m ²	160	128	85
	Total final energy consumption in kWh	5,062	4,085	4,124
Day-to-day mobility	Number of staff members entitled to the bicycle mileage allowance	35	61	70
	Number of secure bicycle parking spaces	N/A	N/A	35
	Number of electric car charging stations	N/A	N/A	4
	Percentage reimbursement of public transportation costs	50%	50%	75%
International mobility	Carbon footprint percentage	66%	63%	64%
	Carbon footprint in tons of CO ₂ equivalent	4,403	3,968	5,061
	Average carbon footprint per user (staff + students) in tons of CO ₂ equivalent	0.75	0.54	0.63
	Number of students who received #TakeTheTrain funds	N/A	N/A	N/A
IT	Average lifespan of our IT hardware (in years)	3	3.5	4
Food and catering	Percentage of vegetarian food offerings for staff and students (cafeteria, catering)	N/A	N/A	33%



PILLAR 3 IMPACT RESEARCH AND PARTNERSHIPS

CATALYZING CHANGE THROUGH RESEARCH AND PARTNERSHIPS

IESEG actively engages with its stakeholders and partners to increase its reach and positive impact. The School aims to position itself as a reference in terms of sustainable development, building on research and partnerships.

Priority areas for action include:

- Diversifying partnerships by integrating a variety of actors such as B Corp certified companies, NGOs, think tanks, professional networks and public institutions.
- Incorporate social and environmental impact issues into its research programs to stimulate academic, educational and societal impact.
- Hire renowned researchers to enrich and support the School's mission in the field of sustainable development.

Centers of excellence and research serving the social and environmental impact

The number of centers of excellence and research dedicated to impact topics has increased, and their approaches have diversified. **ICOR** ([IÉSEG Center for Organizational Responsibility](#)), which works on the transformation of business models, alternative governance mechanisms such as social enterprises, the role of leaders in driving transformation and activism, launched an award in 2016 to reward the best student master's thesis on responsible business. In 2023, the 8th award was given to Aurélia Gorret for her thesis "Brand Activism in the Beauty and Personal Care Industry: [Intersectional Perspectives on Inclusivity and Body Positivism](#)". All winners receive €2,000, of which €1,000 will be donated to the association of their choice.

The **IRisk** ([Center for Risk and Uncertainty](#)) center works on climate risk and decision-making in uncertain contexts. **ICIE** ([IÉSEG Center for Intercultural Engagement](#)) focuses on issues of inclusion, diversity and stigmatizing. **IFLAME** ([Family, Labor and Migration Economics](#)) focuses on the topics of migration and education as well as their impact



on the labor market, **IQuant** ([quantitative finance](#)) focuses on the macroeconomic aspects of climate change and **ICoN** ([IÉSEG Center on Negotiation](#)) studies negotiation processes in large NGOs such as the COP among other subjects.

Two research chairs focused on sustainability

IÉSEG has two research chairs directly linked to sustainable development issues. launched in 2022 in partnership with B Lab and Columbus Consulting, the "[Sustainability of Business in Society](#)" chair works to reorient business models toward more sustainable trajectories. With a long-term focus, it develops knowledge and tools to help organizations transform their processes and models from a sustainable perspective.

The "[CFO and Sustainable Transformation](#)" chair launched in 2023 in partnership with the Association Nationale des Directeurs Financiers et de Contrôle de Gestion (ANDFCG), supports CFOs in three social and environmental areas: the importance of financial management in the transition to a responsible model, analysis of the CFO and general management working together in this process and sustainable digitalization of financial functions.



François MAON

Professor of Strategy and Corporate Social Responsibility and Head of the 'Management and Society' Department

“ In terms of management research, producing work that is relatively disconnected from the world of business and the everyday life of managers is a significant risk. That is why we have chosen to work with partners who share our values and the desire to make a tangible, concrete impact. Hence, we decided to partner with both B Lab France—the body that certifies B Corp—and Columbus Consulting, a strategy consulting firm and an entreprise à mission itself certified by B Corp.

This is a great opportunity to question the very notion of value, which is becoming an increasingly central topic for many decision-makers. How does one create sustainable value, and evolve this notion by integrating environmental and social issues into financial considerations? These are essential considerations for looking ahead and for evolving the way we design the business, its role and its impact.”

THE IMPACT OF RESEARCH

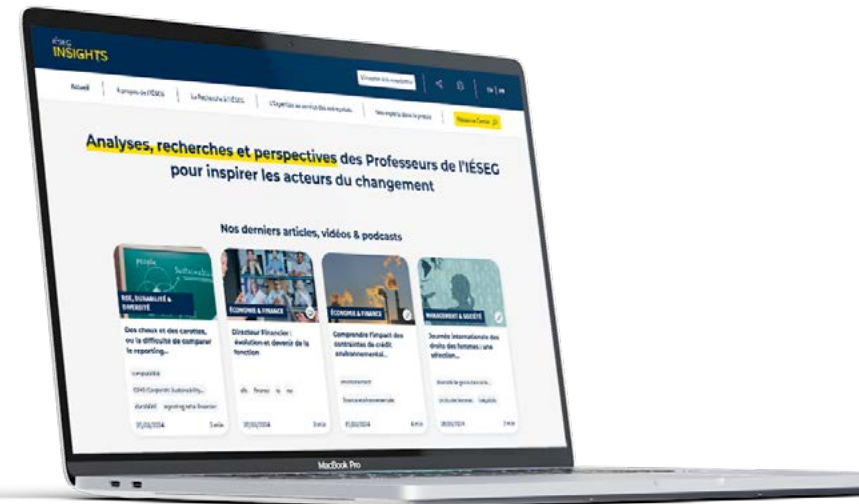
In 2022-2023, **100** of the 162 researchers attached to IÉSEG worked on social or ecological transition issues. While the “2026” strategy provides for a redefinition of the criteria that enable a given research subject to be linked to the idea of a responsible corporation, it no less reinforces the School’s impact research objectives. Over the next three years, IÉSEG plans to increase the volume of responsible impact research by at least 20 percent.

In 2022-2023, **76** research articles and academic book chapters on sustainability and diversity were published, i.e. **19%** of IÉSEG’s publications.

IÉSEG also encourages its researchers to engage in interdisciplinary and global research projects, linked to its regional, national and international social and economic environment. The carbon market, climate-related financial risks, inclusive engagement of football fans, acceptability of climate policies, etc. In 2023, **17** of these projects received external financing and are being finalized.

Research conferences are regularly held to share knowledge on these topics. IÉSEG research professors participated **in more than 50** conferences related to social and environmental impact in 2022-2023.

IÉSEG Insights, another significant scientific mediation and promotion tool, was launched at the end of 2022. IÉSEG Insights aims to stimulate thinking and offer new perspectives to managers and change actors in the IÉSEG community and beyond, by disseminating our teaching body’s research and expertise. A large number of articles have been published on topics such as [“The gender issue in senior management”](#) or [“Family businesses, discreetly greener”](#).



A workshop on refugee inclusion

The November 2023 workshop "Fostering Refugee Inclusion: Insights from NGOs, employers, and academic initiatives" brought together researchers and partners from the private and public sectors on the issue of supporting displaced people in France. The focus was on a key area: how refugees arriving in France may be effectively included in the labor market, not only as employees but also as entrepreneurs.



SUPPORTING IMPACT CAREERS

IESEG offers a wide range of internship and job opportunities focused on sustainability and social responsibility. Each year, the School also offers its students more than fifty humanitarian internships, thanks to a partnership established with the Humanitarian Office, a student association dedicated to these initiatives.

Career Green Day, a day to act

The Career Green Day, organized by the ACT student association, is a forum dedicated to impact jobs and positions offered by B Corp certified companies. This day also aims to raise students' awareness of future and still little-known professions, such as CSR Manager, ESG Data Analyst, Diversity and Inclusion Manager, Responsible Purchasing Manager, etc.

In January 2023 the IESEG for Change graduate club organized a roundtable meeting with around 100 participants on the theme "How to find an impact job". Then, in March 2023 the same association brought together more than 150 people at the event "Working and doing business in an impact company: what difference does it make?". Finally, IESEG for Change co-organized the **Transitions Ambitions forum** in April 2023, in which more than **1,000** people participated for three days and in which more than **700** job offers in the ecological and social transition sector were shared.

▼ In October 2023, IESEG participated in the first of ChangeNow's impact job fairs.



Ever more responsible partnerships

In 2022-2023, 76 School partners were impact organizations. In order to broaden their scope, IESEG has set itself a clear goal and which it has already achieved: that **20%** of its partners should be B Corp certified companies, NGOs, public entities, associations or equivalent structures.

14%

of IESEG graduates say that they occupy an impact position and/or a position linked to sustainability.

A COMMITMENT WITHOUT BORDERS

IESEG is working with numerous partners in the firm belief that everyone can contribute, on their own level, to developing global solutions to social and environmental challenges. The School is convinced that every contribution is meaningful and sees its partnerships as links in a long chain in which everyone has an important role to play. Whether the action is local, regional or international, each partner works towards a common goal.

Join a planetary movement

Since 2008, IESEG has been a signatory to the **United Nations Global Compact**, an initiative that encourages organizations to integrate sustainable development principles into their operations. In the desire to be part of a global effort, the school is committed to serving the United Nations' PRME (**Principles for Responsible Management Education**) initiative as a member of the Benelux and France chapter. IESEG offers its Master in Management for Sustainability students training that enables them to achieve **Global Reporting Initiative** (GRI) certification through a partnership with the GRI.

Close collaboration with the Université Catholique de Lille (UCL)

In addition to its students' participation in the **University Climate Convention**, IESEG participates in the **LiveTree** program, which brings together all schools in the UCL ecosystem to work on impact projects and share best practices. The members of the LiveTree group have been a great help in this area in monitoring and analyzing the School's carbon footprint and developing its roadmap on the impact of international mobility.

IESEG, a partner of nation-wide initiatives

In France, IESEG operates within a dense network of partners close to the educational sector, all committed to addressing social and environmental impact issues. As a member of the **Conférence des Grandes Écoles**, IESEG organized the [R2D2 Conference](#) in 2022, aimed at sustainability officers in higher education institutions. The School has also engaged with B Lab France and the B-Academy, communities of professors and companies committed to the transition.

A B Corp Party in Hauts-de-France

As part of its [partnership with B Lab France](#), IESEG hosted the "B Corp Party Hauts-de-France" on its Lille campus in 2023, bringing together **230** professionals from the regional B Corp ecosystem. On the program: screening of the film *Bigger than Us*, with a presentation by director Flore Vasseur, roundtable meetings, theme-based stands and the sharing of best practices. For students involved in B Leader training, this day was an opportunity to build networks useful for engaged careers.



PILLAR 3

Key performance indicators

Category	Indicators	2018-2019	2021-2022	2022-2023
Research	Number of centers of excellence and research linked to social and environmental impact	2	4	4
	Number of chairs linked to social and environmental impact	0	1	2
	Number of researchers and PhD students working on topics related to social and environmental impact	N/A	N/A	100
	Number and percentage of research publications on social and environmental impact topics	57 15.2%	27 17.1%	76 18.3%
	Number and percentage of research conferences on social and environmental impact topics	43 13.1%	65 20.9%	52 19%
Partnerships	Number and percentage of partnerships that are NGOs, public entities, associations, entreprises à mission or B Corps	N/A	70	76 35.8%
Alumni engagement	Number and percentage of alumni who declare that their employment is linked to social and/or environmental impact or who work in an impact organization	N/A	1,168 9%	14%
	Number of alumni in an impact alumni club	N/A	25	36



PILLAR 4
DIVERSITY, INCLUSION
AND WELL-BEING

CREATING A DIVERSE AND INCLUSIVE ENVIRONMENT SUPPORTIVE OF EVERYONE'S WELL-BEING

Geographical, sociocultural or religious origin, gender, age, sexual orientation or gender identity, level of education, visible or invisible disability, etc. An organization such as IÉSEG is characterized by a wide range of profiles among its students, staff and professors. However, this heterogeneity alone is not enough to guarantee mutual care. Unconscious biases and stereotypes add to the structural barriers that jeopardize the emergence of a harmonious community. However, IÉSEG wants all members of its community to be able to showcase their uniqueness and the wealth of their experience, background and everything that drives them. Taking these differences into account is a first step towards transforming its campuses and practices, adapting them to the diversity of individuals. IÉSEG is committed to instilling a cultural change, embracing these differences and leveraging this heterogeneity to drive innovation in three main areas.

In 2023, IÉSEG appointed its first [Head of Diversity, Equality and Inclusion](#), Coline BRIQUET (on the left in the photo), to accelerate DEI initiatives, extending its commitment to the Diversity and Inclusion Champions network, and publishing its first gender equality plan in 2022.

OBJECTIVE 1

PROMOTING SOCIAL, CULTURAL AND GENDER DIVERSITY AND ENSURING ACCESS TO THE SAME RIGHTS AND OPPORTUNITIES

Promoting equal opportunities and social openness includes making studies at IÉSEG accessible to all applicants who deserve it, regardless of their background or personal circumstances. This also involves developing a culture and practices that reinforce professional equality between women and men, both for our staff and our future graduates.

Encouraging equal opportunities at IÉSEG

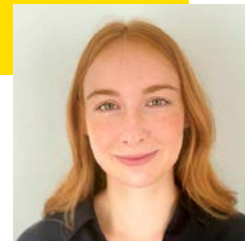
In 2022-2023, IÉSEG and its Foundation continued to take awareness-raising initiatives among high school students and students at the School. Several key events should be mentioned:

- IÉSEG proposes several actions through the **Cordées de la Réussite** mechanism, with visits to the campuses, introduction sessions to our courses as well as cultural tours, etc.).
- The renewal of the partnership with **Aréli** through the Emergence Program, as well as the hosting of two Oraux events.
- The signing of the partnership with **Article 1**, which allows young people from disadvantaged backgrounds to be supported in their career.

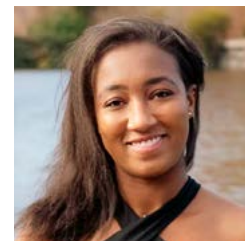
In addition, more than **230** students were able to benefit from financial aid (scholarships, discounts, loans, financing, etc.), particularly from IÉSEG and its Foundation.

550 students also benefited from programs in apprenticeship, a vector of social inclusion.

"This scholarship is more than just financial support; it represents an ecosystem where knowledge sharing goes hand-in-hand with a multiplication of opportunities. Its impact far exceeds the boundaries of financial resources by creating a lasting influence that goes beyond my experience alone."



Jade,
2023 graduate.



Kellie FLORVILLE,
graduated in 2020 and a donor, San Francisco, CA, USA.

Financially supporting students via the IÉSEG Foundation

In 2023, donations from individual donors and patronage from companies in France and abroad enabled the IÉSEG Foundation to award numerous scholarships to students. The School and its Foundation thereby intend to foster social openness and equal opportunities for all students, regardless of their circumstances, in particular by removing financial obstacles.



"I am delighted to contribute to the IÉSEG Foundation's scholarship fund. Education is a powerful tool for change and it is gratifying to support students in their quest for knowledge. Every donation, no matter how small, helps shape a better future. I am grateful for the opportunity I have to make a positive impact."

OBJECTIVE 1

PROMOTING SOCIAL, CULTURAL AND GENDER DIVERSITY AND ENSURING ACCESS TO THE SAME RIGHTS AND OPPORTUNITIES

An exhibition that makes a lasting impression

In March 2023, an exhibition entitled “**Gender Equality at IÉSEG**” was organized during the Sustainable Development and Diversity Week. To mark the launch of the **Gender Equality Plan**, the exhibition highlighted IÉSEG’s objectives with regard to gender equality, the teaching and research carried out in this area by the School’s professors as well as the initiatives taken by students and alumni. In line with European Commission recommendations,



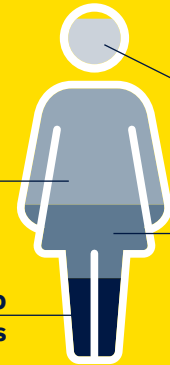
IÉSEG’s “**Gender Equality Plan**” has been posted on its institutional website and proposes measures in the following six areas:

- inclusive communication
- an organizational culture and work-life balance
- hiring and career development
- leadership and the decision-making process
- gender integration into research and education
- combating gender-based and sexual violence.

In 2022-2023,
women represented

68%
of administrative
staff

48%
of students



36%
of the
Management
Committee

48%
of academic
staff

IÉSEG’s professional gender equality index has risen sharply over the past three years, from 69/100 in 2021 to 84/100 in 2022 and then to **89/100** in 2023.



IÉSEG has particularly improved the representation of women on governance bodies related to teaching and research. The proportion of women on the Research Committee thus increased from 18% in 2018-2019 to **44%** in 2022-2023, while that on the Academic Committee increased from 14% to **33%** over the same period.



OBJECTIVE 2

FIGHT VIOLENCE AND DISCRIMINATION

IESEG also fights against all forms of violence, harassment and discrimination. This includes gender-based and sexual violence, discrimination based on sexual orientation or gender identity, and racist remarks and behavior.

Discrimination, violence and harassment: zero tolerance

IESEG must be a safe space for everyone, and no form of discrimination, violence or harassment can be tolerated within it. To ensure this, the School has put in place a prevention policy, particularly with regard to student associations. In 2022-2023, the School assessed the 2020 roadmap to prevent violence, harassment and discrimination on campus.

Key actions in 2023

7,500 students have signed the [Student Responsibility Charter against Discrimination and Violence](#).

1,634 students have completed the mandatory module on the prevention of gender-based and sexual violence. **83%** believe they have improved their knowledge of the subject. **184** students in charge of associations took part in a workshop on the prevention of violence, harassment and discrimination and **20** students were given in-depth training and can now act as “go-to persons” at the School’s events.

Movement over time

The fight against violence and discrimination is necessarily a long term struggle. Over the past five years, the School has acquired various tools that have become more effective over time. In 2020, the **Stop Violence** support unit was set up. It now has **seven referral officers spread over both campuses**, coordinated by the Head of Diversity, Equality and Inclusion. A system for reporting violence and discrimination and a reinforced disciplinary procedure have been implemented to sanction any inappropriate conduct and violation of the internal regulations. All first-year Bachelor’s program students are required to complete a mandatory e-learning module on gender-based and sexual violence, and association leaders are required to attend advanced training workshops.

Finally, IESEG staff also have resources. **Two representatives** have been appointed within the Human Resources team and among the representatives of the Social and Economic Committee (SEC) to deal with issues of sexual harassment and sexist behavior.

Since its creation in 2020,

5,630
students

have completed the mandatory module on the prevention of gender-based and sexual violence.



Prevention of LGBT phobias: a charter is currently being drafted

In collaboration with the association [L’Autre Cercle](#), IESEG is drafting a charter designed to combat discrimination that affects LGBT+ people. The work is conducted by a group of **8** students and **11** professors and administrative staff. The action plan was submitted to L’Autre Cercle association in early 2024 before the charter was officially signed.



autre cercle

OBJECTIVE 3

CREATING A GOOD WORKING AND STUDY ENVIRONMENT

More broadly, IÉSEG focuses on creating working and learning conditions that contribute to the well-being and sense of belonging of each person to the IÉSEG community, by strengthening dialogue, mutual care and respect for our differences. This applies to both strengthening the integration of our international students and colleagues and to taking into account situations of disability, neurodiversity, and (physical and mental) health to promote the inclusion of all IÉSEG members.

Taking students' mental health into account

On the occasion of **World Mental Health Day**, IÉSEG organized awareness-raising stands on its two campuses on October 10th 2022. The School has provided students with various resources to help them manage stress, anxiety, depression and other mental health issues that may arise during their studies.

Its partner [Apsytude](#), a network of psychologists specializing in student support, spoke with around **100** students during the day. Mindfulness and yoga activities were also organized, including a sonic travel experience.



A disability referral officer for students

IÉSEG has appointed **Valérie HERBERT-LECLERCQ** as the Student Disability Referral Officer, in order to support them in their academic life in collaboration with the Health Support Mission (MAS).



Wheelchair rugby, a time to play together

During Sustainable Development and Diversity Week, students had the opportunity to get to know seven-player wheelchair rugby, the only variant of chair rugby that retains rugby basics such as the maul, scrum and tries. Accessible to all, this discipline places valid and disabled people on an equal footing. Women and men, with or without disabilities, can thus play together on the same team, promoting a change of perspective on disabilities.



OBJECTIVE 3

CREATING A GOOD WORKING AND STUDY ENVIRONMENT

A module for neurodiversity training

The 2023 **Understanding Neurodiversity** module is intended for IÉSEG staff. The three-hour training provides staff with an initial overview of the topic: definition, prevalence, characteristics, consequences for the people concerned, legal recognition framework, support, etc. Since its launch, the module has already trained around one hundred people and more than one hundred others have registered for upcoming sessions.

ASD, ADHD, HPI, DYS disorders, etc.

Learn all about neurodiversity



Jérémie BERTRAND

Academic Director of the Grande École Program Master's Cycle



Maëlle GABRIEL

Student and Responsible Leader, co-manager of the Handicap & Business Project

“The notion of diversity is evolving in companies and the question of neurodiversity is becoming more and more concrete. Autism Spectrum Disorder (ASD), Attention Deficit Disorder with or without Hyperactivity (ADHD), learning disorders... Better meeting these atypical profiles and understanding their needs becomes essential to learning how to capitalize on these individuals' strengths, which can be real gems. As proof that the subject is gaining in visibility, the conference we organized at La Défense on neurodiversity management brought together more than 150 participants. This event encouraged us to set up a short training module on neurodiversity at the School.”

“The topic of disabilities remains taboo, especially with regard to invisible disabilities and neurodiversities such as autism, which are not always diagnosed. Our aim was to raise awareness among students and staff through the use of specialists on these topics. Last November, we welcomed Lali Dugelay, an expert on disability in the workplace, autism and DYS disorders. The conference attracted around a hundred participants, which is good news for better recognition of these challenges in the professional sphere.”

PILLAR 4

Key performance indicators

Category	Indicators	2018-2019	2021-2022	2022-2023
Gender equality	Gender Equality Index Score	80/100	84/100	89/100
	Percentage of students	48%	48%	48%
	Percentage of female academic staff	39%	41%	48%
	Percentage of female administrative staff	N/A	68%	68%
	Percentage of women on the Executive Committee	20%	27%	36%
	Percentage of women on the Academic Committee	14%	31%	33%
	Percentage of women on the Research Committee	18%	33%	44%
Equal opportunities	Number of students receiving financial support	N/A	N/A	239
	Number of institutions included in the Cordées de la Réussite initiative	0	4	4
	Number of students in apprenticeship	N/A	460	550
Prevention of gender-based and sexual violence	Number of students who participated in the training module “Prevention of Gender-Based and Sexual Violence”	N/A	1,330 (total: 2,599)	1,397 (total: 3,998)
	Number of student association leaders who attended a workshop on the prevention of violence, harassment and discrimination	0	98	205
Cultural diversity	Percentage of international permanent academic staff	82%	81%	83%
	Number and percentage of international students	N/A	1,558 26%	2,200 29.10%



ECONOMIC IMPACT

ECONOMIC IMPACT AND FINANCIAL COMMITMENT FOR A SUSTAINABLE FUTURE

In recent years, IÉSEG has not only established itself as one of the leaders in the field of management education. It has also made a significant positive contribution to the dynamism of its ecosystem, including economically.

For example, the financial investments made on its campuses have led to real progress: energy renovation work, construction of new low-carbon buildings, job creation, financial support for scholarship students, and more.

All these social and environmental actions, deployed by IÉSEG in 2022-2023, represent an overall budget of €2.7 million.*

* Payroll included.

Education and training

In 2023, the total budget allocated to continuing professional development and training amounted to **€879,000**. Added to this are €79,000 in investments dedicated to compulsory training in sustainability and staff diversity, the organization of the Student Engagement Week for Sustainability, the Climate Collages, Sulitest TASK, etc.

IÉSEG, job-creator: between 2022-2023 and 2023-2024, 48 new administrative and academic positions were created.

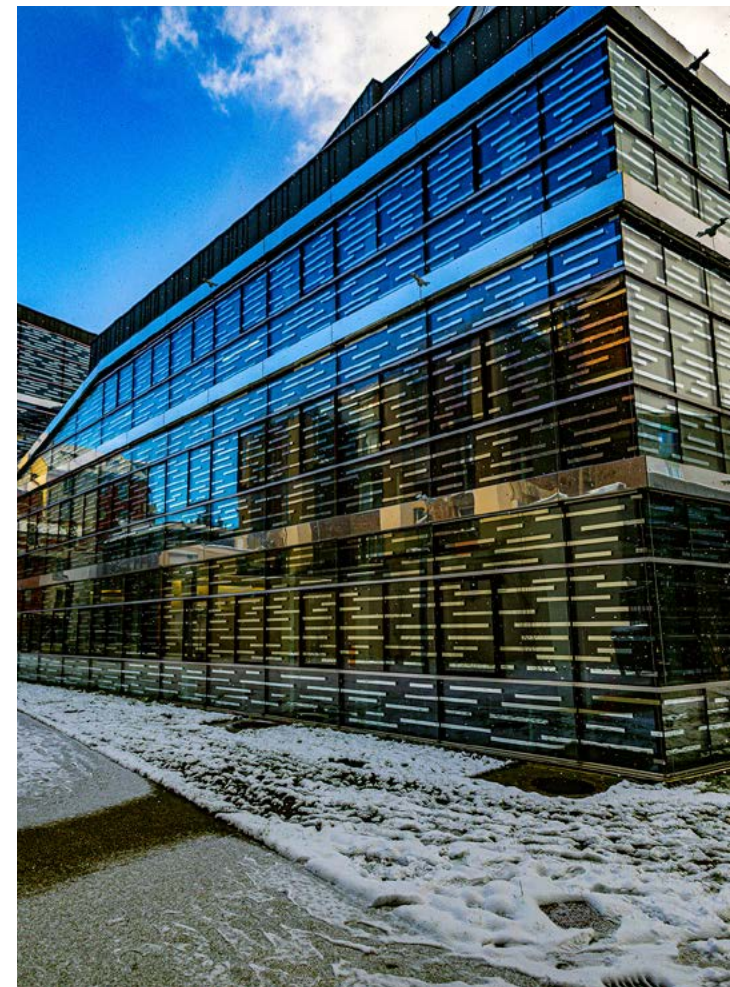
Graduates highly sought on the job market

The [2023 hiring survey](#) reveals that **93.1%** of IÉSEG graduates found their first job less than four months after graduation, with a permanent contract in **85.3%** of cases. In addition, nearly three quarters of them were hired before they even completed their studies. In addition, 19.8 percent of these young graduates chose to start their careers abroad. The average gross annual salary of these graduates is **€45,800**.



Environmental impact: a greener campus

The School's growth has resulted in a series of renovation and construction operations that share the ambition of serving a responsible growth strategy. **In Lille, the IÉSEG Village, opened in June 2023**, comprises a set of modern buildings covering a total area of 11,300 m², at a cost of **€26.2 million**. This program has enabled rehabilitation of the historic buildings on the Lille campus, which have been refurbished with a view to energy savings. The **Vauban 27** project, with a budget of **€58.5 million**, offers an area of 11,350 m² designed with the objectives of energy sobriety and preservation of urban biodiversity. This project also includes 973 m² of green terraces and the adoption of key circular economy principles such as reuse of materials and short circuits. **At La Défense, the Collines de l'Arche** project represented an investment of **€6 million** for renovation of existing buildings, a preferred alternative to new-building construction, in order to reduce the carbon footprint and the consumption of energy and raw materials.



36.5% of IÉSEG graduates (of the Grande École Program in 2023) have a job linked to CSR, whether in its environmental, societal or ethical aspects.

Strong financial resources

IESEG can rely on solid financial foundations on which to build its growth.

In 2023, the School posted **€97.3 million** in operating income. It posted an operating result of €2.5 million and a net result of €1.1 million. As of August 31st 2023, the School's cash flow stood at €20.5 million and the consolidated balance sheet at €172.8 million.



A profit-sharing plan open to the principles of sustainable development

IESEG has revised its profit-sharing plan to incorporate a broader vision of sustainability, aligned with the School's strategic challenges. The new plan goes beyond the initial environmental measures and now embraces a more holistic approach to CSR. It reflects IESEG's commitment to promoting on-going and collective improvement in this area.



CSR criteria the profit-sharing plan:

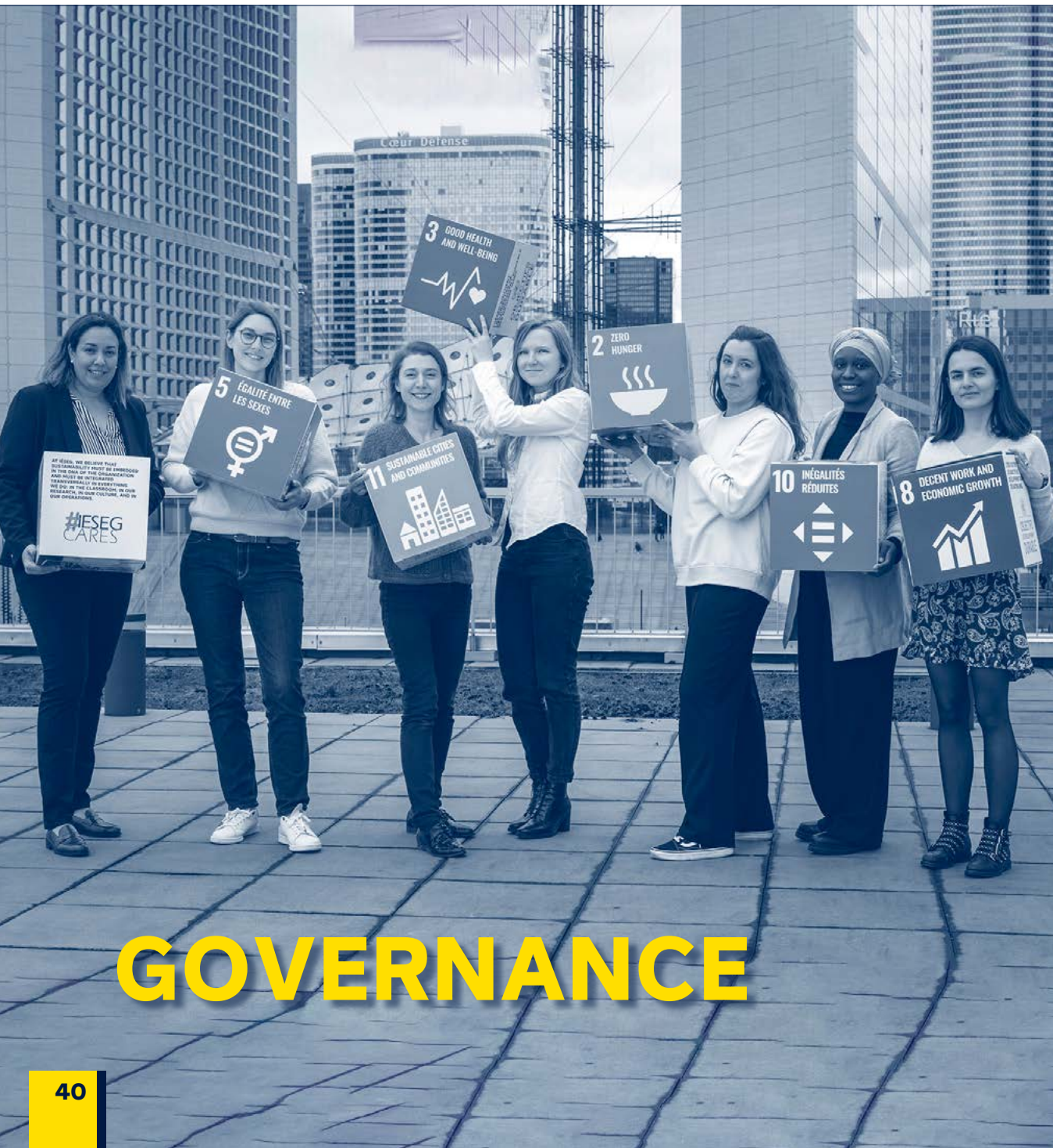
- research on sustainability topics
- gender equality index
- financial support for students in difficulty
- carbon footprint reduction
- paper, energy and water consumption
- recycling



Guillaume DE RENDINGER

Administrative and Financial Director and Deputy Director of the Paris-La Défense campus

“As a nonprofit association, IESEG does not benefit from all the leeway of a private company. Its legal structure means that it does not pay dividends and has no shareholders. Nevertheless, we wanted to build a profit-sharing plan capable of engaging as many employees as possible while recognizing their commitment to CSR and sustainability. For this purpose, we have grouped the relevant criteria under the category of “Sustainability”. Some Sustainable and responsible development indicators are classic; others, such as the gender equality index, are more recent. There are also some indicators specific to our institution, such as our ability to provide financial assistance to students in difficulty or the taking account of research on social and environmental topics. Another criterion is to reduce our carbon footprint, by looking at how we travel, especially abroad. It is not a question of giving up the international aspect of our activities, but rather of appreciating the commitment of those who opt for more responsible travel, by favoring more environmentally friendly means of transportation.”



GOVERNANCE

RESPONSIBLE GOVERNANCE: MANAGEMENT DEDICATED TO SOCIAL AND ENVIRONMENTAL IMPACT

Sustainable development and diversity are major orientations of IÉSEG's current and future development, and of its [“Inspire - Connect - Transform” strategic plan](#). To support this strategy in the coming years, the School has evolved its governance by creating the Social and Environmental Impact Direction (DISE), reporting directly to Caroline ROUSSEL, Dean of IÉSEG.

Currently made up of seven members, this department has the task of ensuring the coherent and cross-functional integration of social, economic, societal and environmental issues within the School, both from a strategic point of view and in operational implementation by all the departments and services. It also oversees the deployment of the actions necessary to achieve the objectives defined in the strategic plan and is responsible for monitoring the KPIs in terms of social and environmental impact in order to assess the sustainable impact of these initiatives.

In order to fulfill its mission, DISE works closely with all the School's other departments in order to implement its strategy, in line with IÉSEG's main guidelines on diversity, inclusion, disability, the environment, responsible campuses, etc.

MARIA CASTILLO, THE IMPACT REPRESENTATIVE ON THE IÉSEG EXECUTIVE COMMITTEE

In October 2022 Maria CASTILLO joined the IÉSEG Executive Committee and was appointed Social and Environmental Impact Director. Having previously held the position of CSR manager at the School, she is now responsible for deploying IÉSEG's sustainability strategy at all levels and in all its dimensions, adopting a systemic and cross-disciplinary approach.

Academically, Maria CASTILLO ensures that social and environmental impact and sustainability issues are integrated into all programs, and promotes the development of interdisciplinary education in all disciplines. She leads the integration of these activities into the overall academic framework, including collaboration with the research leadership, program directors, department heads, academic directors, as well as with the school's two centers of excellence: [ICOR](#) (IÉSEG Center for Organizational Responsibility) et [ICIE](#) (IÉSEG Center for Intercultural Engagement).



ONE CENTRAL LINK



Role of the Social and Environmental Impact Committee

The Social and Environmental Impact Committee provides advice and oversees IÉSEG's sustainability strategy. It monitors changing practices intended to adopt a more sustainable model. In addition, it ensures that the projects, initiatives and policies implemented by the School's various departments and services are in line with IÉSEG's strategy and sustainability objectives.

THREE MAIN BODIES

Comprised of volunteers from the social and economic world.

It exercises an essential supervisory function and defines the School's strategy and objectives, in conjunction with the Executive Committee.

Composed of personalities from the social and economic and academic spheres.

They bring their international expertise to the School's strategy and development.

IÉSEG is a private institution of higher education of general interest (EESPIG) and a non-profit association (Law 1901), a member of the Université Catholique de Lille, the Conférence des Grandes Écoles and the FESIC (Federation of Institutions of Higher Education of Collective Interest).

It ensures the School's sustainability and implementation of its strategy within the various departments and services.

KEY PERFORMANCE INDICATORS

Category	Indicators	2018-2019	2021-2022	2022-2023
Pedagogy	Number of ECTS credits for core courses on the social and environmental impact in the Grande École Program (PGE)	N/A	17	19
	Number of core courses addressing social and environmental impact issues in all programs	N/A	21	72
	Number of elective courses addressing social and environmental impact issues in all programs	N/A	55	66
	Number of students who completed the Sulitest TASK assessment	N/A	N/A	121
	Sulitest TASK assessment score	N/A	N/A	58,83%
	Number of students attending the Impact Introductory Seminar	N/A	N/A	1,610
	Number of students who received the Sustainability Certificate	N/A	12	37
	Number of start-ups with social/environmental missions incubated at IÉSEG	N/A	N/A	N/A
	Number of Responsible Leaders	20	25	40
	Number and percentage of master's theses and consultancy projects on social and environmental impact topics	139 17%	234 29%	254 29%
Staff impact training	Percentage of administrative staff trained in social and environmental impact	N/A	N/A	92%
	Percentage of administrative staff who completed five modules of the impact training	N/A	N/A	N/A
	Percentage of academic staff trained in the social and environmental impact	N/A	N/A	91%
	Percentage of academic staff who completed five modules of impact training	N/A	N/A	N/A

Category	Indicators	2018-2019	2021-2022	2022-2023
Carbon footprint	Total carbon footprint in tons of CO ₂ equivalent	6,643	6,258	7,856
	Average carbon footprint per user (staff + students) in tons of CO ₂ equivalent	1.124	0.844	0.971
	Percentage reduction/increase in carbon footprint per user	Baseline Year	- 18%	- 13.6%
Energy	Percentage reduction/increase in electricity consumption	N/A	Baseline Year	- 28% Paris - 18% Lille
	Total final energy consumption in kWh/m ²	160	128	85
	Total final energy consumption in kWh	5,062	4,085	4,124
Day-to-day mobility	Number of staff members entitled to the bicycle mileage allowance	35	61	70
	Number of secure bicycle parking spaces	N/A	N/A	35
	Number of electric car charging stations	N/A	N/A	4
	Percentage reimbursement of public transportation costs	50%	50%	75%
International mobility	Carbon footprint percentage	66%	63%	64%
	Carbon footprint in tons of CO ₂ equivalent	4,403	3,968	5,061
	Average carbon footprint per user (staff + students) in tons of CO ₂ equivalent	0.75	0.54	0.63
	Number of students who received #TakeTheTrain funds	N/A	N/A	N/A
IT	Average lifespan of our IT hardware (in years)	3	3.5	4
Food and catering	Percentage of vegetarian food offerings for staff and students (cafeteria, catering)	N/A	N/A	33%

Category	Indicators	2018-2019	2021-2022	2022-2023
Research	Number of centers of excellence and research linked to social and environmental impact	2	4	4
	Number of chairs linked to social and environmental impact	0	1	2
	Number of researchers and PhD students working on topics related to social and environmental impact	N/A	N/A	100
	Number and percentage of research publications on social and environmental impact topics	57 15.2%	27 17.1%	76 18.3%
	Number and percentage of research conferences on social and environmental impact topics	43 13.1%	65 20.9%	52 19%
Partnerships	Number and percentage of partnerships that are NGOs, public entities, associations, entreprises à mission or B Corps	N/A	70	76 35.8%
Alumni engagement	Number and percentage of alumni who declare that their employment is linked to social and/or environmental impact or who work in an impact organization	N/A	1,168 9%	14%
	Number of alumni in an impact alumni club	N/A	25	36

Category	Indicators	2018-2019	2021-2022	2022-2023
Gender equality	Gender Equality Index Score	80/100	84/100	89/100
	Percentage of students	48%	48%	48%
	Percentage of female academic staff	39%	41%	48%
	Percentage of female administrative staff	N/A	68%	68%
	Percentage of women on the Executive Committee	20%	27%	36%
	Percentage of women on the Academic Committee	14%	31%	33%
	Percentage of women on the Research Committee	18%	33%	44%
Equal opportunities	Number of students receiving financial support	N/A	N/A	239
	Number of institutions included in the Cordées de la Réussite initiative	0	4	4
	Number of students in apprenticeship	N/A	460	550
Prevention of gender-based and sexual violence	Number of students who participated in the training module "Prevention of Gender-Based and Sexual Violence"	N/A	1,330 (total: 2,599)	1,397 (total: 3,998)
	Number of student association leaders who attended a workshop on the prevention of violence, harassment and discrimination	0	98	205
Cultural diversity	Percentage of international permanent academic staff	82%	81%	83%
	Number and percentage of international students	N/A	1,558 26%	2,200 29.10%



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EMPOWERING CHANGEMAKERS FOR A BETTER SOCIETY