



**DRIVE CHANGE,
CREATE IMPACT**

IMPACT REPORT 2023-2024



**#IESEG
CARES**

EMPOWERING CHANGEMAKERS FOR A BETTER SOCIETY

CONTENTS



BETWEEN RECOGNITION AND FUNDAMENTAL WORK, AN INTENSE YEAR

Between research and training, IÉSEG is fully committed to serving the necessary transition that awaits us from an economic, societal, and environmental perspective. This in-depth work is paying off, says Maria CASTILLO, Social and Environmental Impact Director.

Maria CASTILLO,
Social and
Environmental
Impact Director



One year has passed since the last impact report. What has changed at IÉSEG?

2023 was a year for consolidating and strengthening our roots, with new milestones being reached in terms of maturity and integration. This is a long-haul effort in which superficial results have no place. We are aiming for a profound transformation.

The *Financial Times* selected IÉSEG for its award “Best business school demonstrating system-wide responsible business principles integrated throughout teaching, research, operations, and student outcomes”. What does this award mean?

This award acknowledges the in-depth work carried out by a large number of people at IÉSEG, as well as our stakeholders and business partners. It also acknowledges everyone’s commitment and the pertinence of our initiatives.

Each of the 10 academic and 15 administrative departments is called on to commit to the transition. How?

All internal departments and services are currently building their own roadmaps, which will be presented in March 2025 with each one’s own specific priorities. All have been

asked to appoint a volunteer to represent them. We were happy to see more interest in taking this role than we had expected.

This is further proof that the teams want to bring their expertise, perspective, and sensitivity to bear on these transformations. This commitment is shared, and the impact issue is now integral to our professions.

Diversity, equality, inclusion, and the environment... You have implemented substantial training initiatives for all personnel. How do you maintain motivation?

The endeavor will, of course, persist ; however, we will now delve more deeply into individual issues by organizing seminars, conferences, and events that are dispersed throughout the year to accommodate the unique interests of each individual. For example, a huge amount of work is being done around the issues of neurodiversity and optional training courses have become very popular. In order to foster exchanges, we have established two designated locations in Lille and Paris, known as Impact Corners, where alumni, students, and staff convene to organize events.

During the admission jury sessions, do applicants mention IÉSEG’s commitment as one of their motivations?

The question is undoubtedly becoming more significant. Applicants look at these issues and they are well aware of IÉSEG’s CSR positioning. This identity is gradually becoming a significant asset for the School. Although it may not be the primary criterion for selecting IÉSEG, it is definitively one of the factors that can tip the balance.

We know that backlash phenomena may exist. Are you worried about this?

We are aware of this risk and believe the best way to minimize it is to have an open and transparent dialog with staff and students, promote engagement and lead by example.

KEY FIGURES 2023-2024

79 core courses
and
76 elective courses
addressing social and
environmental impact
issues in initial training programs

Almost
400
master's theses and consulting
projects (37%) concern topics
related to the social and
environmental impact

More than
80%
of administrative and academic staff have
completed the "Transition 2026" social and
environmental impact training

More than
1,600
students attended the Impact
Introduction Seminar

69
entrepreneurial projects supported
by IÉSEG's incubator having a social/
environmental goal

976
Average carbon footprint per
user (staff + students) in tons
of CO₂ equivalent

25%
of research publications on
social and environmental
impact topics

55%
women on the Executive
Committee

Almost
5,650
students have taken part in
the "Prevention of Gender-
Based and Sexual Violence"
training module since 2020

LABEL



27 June 2023

[Label DD&RS](#)

In acknowledgment of the relevance and influence of IÉSEG's Sustainable Development Strategy and its implementation in relation to the five components of the benchmark: Strategy and Governance, Teaching and Training, Research and Innovation, The Environment, and Social Policy.

HIGHLIGHTS 2023-2024

SEPTEMBER 2023

A new academic year that is full of engagement

First-year students in the Grande Ecole and Bachelor in International Business Program engage in activities that have a social and environmental impact.

Bachelor in International Business students complete the Deep Time Walk.

DECEMBER 2023

Overhaul of the Grande Ecole Program

IESEG is enhancing its sustainability courses to prepare changemakers.

Sustainability Hackathon

Innovative urban initiatives for a greener city are developed by students enrolled in the Master in Management for Sustainability program.

JANUARY 2024

Awards for Responsible Business Education

For its systematic incorporation of responsible principles into its teaching and operations, the School has been awarded the Responsible Business Education award ("Best School" category). Additionally, it is a finalist in the "Best Responsible Teaching Resources" category.

MARCH 2024

Partnership with Télémaque

IESEG is dedicated to the pursuit of equal opportunities in education.

Sustainability and Diversity week

IESEG organizes activities to raise awareness of sustainability, diversity and mental health issues.





HIGHLIGHTS 2023-2024

MAY 2024

Les Cordées de la Réussite

For the purpose of providing guidance, the School interacts with junior and senior high school students.

The LGBT+ Commitment Charter from L'Autre Cercle

IESEG promotes the inclusion of LGBT+ people in higher education and professional life.

“B Corp party 2024”

Businesses are dedicated to and associated with young individuals.

JUNE 2024

Establishment of the “Transition 2026” environmental and social roadmaps

Every IESEG department and service develops its own roadmap for diversity and sustainable development.

JULY 2024

TousHanScène Competition 2024

IESEG wins the Mobilization Award and the Public’s Award.



ALPHA AND OMEGA

By placing the issue of social and environmental impact at the heart of two of the five areas of its [2022–2027 strategic plan](#), IÉSEG is sending a strong message: issues of sustainable development and diversity are no longer an option, but are rather the Alpha and Omega of the School’s vision. And the prerequisite for any effective action.

Building an intercultural, diverse and inclusive community

IÉSEG prepares the executives, entrepreneurs, and decision makers of the future, who will be required to operate in multicultural environments and demonstrate reverence for the unique characteristics and distinctions of others. This capacity is not inherent; rather, it necessitates that all individuals, including the School’s staff, professors-researchers, and students, develop an understanding of their own work, study, and sharing habits. Additionally, they must demonstrate respect for others in order to establish genuinely inclusive communities. In reality, these concepts are in the process of evolving; in the past, the primary focus was on the concept of multicultural diversity. Neurodiversity, equal opportunities, sexual orientation, and gender identity are additional concerns that have been recently introduced.



Addressing the challenges ahead, including climate change, necessitates a holistic approach that requires its entire ecosystem to get involved, from companies to public authorities and associations.

While two of the school’s five strategic areas are directly focused on CSR, IÉSEG does insist on the cross-functional nature of CSR issues. Sustainability issues are integrated into the other three strategic priorities as prerequisite constants.

Strengthening the systemic and holistic approach to sustainability

There are numerous approaches to sustainability issues. Aware of the global nature of these issues, IÉSEG’s approach is based on a logical observation: a systemic problem calls for a systemic solution. This approach doesn’t just involve training its staff and students.

IÉSEG wins a “Responsible Business Education Award”

IÉSEG was a finalist for its responsible teaching resources as a result of its [“Transition 2026”](#) initiative and was awarded the [Financial Times “Responsible Business Education Award”](#) in 2024. IÉSEG can take pride in this award, which acknowledges institutions that systematically integrate the principles of responsibility. The Financial Times emphasizes the collaborative nature of our educational approach: “Students take part in a four-month consulting project with a sustainability focus and, along with staff, take a mandatory 18-month training covering topics such as climate change and net zero (...) so student learning actively contributes to running the school in a planet-friendly way.” IÉSEG also stands out through such initiatives as the [Responsible Leaders program](#). Finally, the award recognizes the vitality of sustainable development research with two chairs and six dedicated centers.



ATTENTIVE STAKEHOLDERS

It is impossible to compromise on the expectations of all stakeholders, particularly given that they all share the same objective: to strengthen IÉSEG's environmental commitment and social responsibility policy. In order to accomplish this objective, IÉSEG intends to conduct an ongoing dialogue with its partners to ascertain the complete extent of these expectations.

This dialogue is a strength, despite the fact that expectations regarding urgency and priorities vary. This strength is reflected in the proposals, new ideas, and recommendations that are all the more valuable because they are sourced from the field to inspire action and sustain a vision. Since 2019, the School has therefore been actively involved in this support, listening and dialog-based approach which has allowed it to further establish its social and environmental impact strategy each year.

Sustainability PAB: follow, listen, advise

The School relies on several Professional Advisory Boards (PABs), which bring together experienced professionals and professors to evaluate its programs and ensure they meet the needs of the economic world. The last session of the Sustainability PAB focused on incorporating the CSRD (Corporate Sustainability Reporting Directive) into the programs, addressing the challenges of decarbonization and the need to include sustainability in all disciplines.

Student mental health to the forefront

In 2024, the School collaborated with the Junior Enterprise IÉSEG CONSEIL Paris when preparing its "Student well-being and mental health (2024-2027)" strategy. Members developed a benchmark, consulted experts and conducted a study with more than 500 students to establish a strategic plan and communication mechanism.

"Since joining IÉSEG, I've been encouraged to take on the role of a changemaker, proving that we have the power to change things. As Vice-President of IÉSEG CONSEIL Paris, I worked closely with IÉSEG to make student well-being a priority. Thanks to the support of IÉSEG, the Junior Enterprise is actively committed to promoting well-being, fostering mutual-help and encouraging personal initiative within the student community."



Aurélien MAILLET,
Fifth Year
PGE Student



Paul GUNTHER,
Third Year PGE Student



IÉSEG weekend: a green unmissable event

“ This year, the IÉSEG Student Federation took CSR measures to make the IÉSEG Weekend more environmentally friendly.

The weekend event was attended by some 1,715 students and sought to reduce its carbon footprint by favoring public transport and optimizing waste sorting. To limit food wastage, the amount of food was calculated in collaboration with a local caterer. Reusable ashtrays were also provided to prevent cigarette butt pollution. Alcohol restrictions and the presence of gender-based and sexual violence prevention officers were among the safety measures implemented. The officers were identifiable by their pink bracelet and worked in liaison with IÉSEG's "Stop Violence" support unit. Audited by the ECOFEST label, the event achieved a score of 130 points, making it the most environmentally friendly student event in France in 2024. A non-financial report has also been drawn up to pass on these initiatives to future mandates.”

AUTHENTICITY AND COMMITMENT

Managing Director of Altermundi and Chairman of IÉSEG Network, Thibaut RINGO takes a double view of IÉSEG's strategy: that of a graduate convinced of the sincerity of his alma mater and that of an entrepreneur who believes in the virtues of the challenge.

“When I joined Altermundi and the SOS Group in 2007, CSR concerns were not very present. The change in recent years has been profound, especially among young people who are much more sensitive to these issues. They want to act and the ethical dimension has become an essential criterion when making their career choices. I see this as the result of a twin movement: firstly, these issues are really integrated into the programs of such schools as IÉSEG. Secondly, companies no longer have the choice, especially large groups: they must take on CSR, if only for regulatory reasons.

With regard to IÉSEG, my role is that of a challenger. Their strategy will be all the more effective since we are there to help them. At Altermundi, we have some solid arguments to put forward: our purpose is precisely to combine economic efficiency and the public interest with products that respect people and the environment. I believe this model can be more inspiring for IÉSEG, helping it to continue to question itself and move forward. This is essential if it is to build new forms of engagement. I see

this at Altermundi: where others only see obstacles, the people who join us take part in this mix of business issues and CSR imperatives.”

Thibaut RINGO,
Managing Director
of Altermundi
PGE graduate in
2007 and Chairman
of the IÉSEG Network
graduates
association



Charles DUPREZ,

Graduated from the PGE in 2018
and a Researcher and PhD student

International mobility: challenges and perspectives

“ Through the “IÉSEG for Change” club, founded in 2021 to bring together graduates committed to the social and ecological transition, several graduates have collaborated with the Impact Department on ways to reduce the School's greenhouse gas emissions. They took part in a discussion group which focussed on the sustainable international mobility strategy, addressing the central question of how to achieve a reduction in the carbon footprint generated by student exchanges with other schools and this without diminishing their courses or international openness. The club also organizes roundtable discussions, conferences and training sessions to raise awareness among the graduate community about the social and ecological crisis, and to support IÉSEG in developing management teaching to transform organizations and the dominant social and economic model.”

SOCIAL AND ENVIRONMENTAL IMPACT DEPARTMENT

CENTRAL PILLAR OF THE ENGAGEMENT

Maximizing IÉSEG's social and environmental impact is a constant concern for all departments in full knowledge of the cross-cutting nature of these issues. The School's organization is fundamentally centered on the Social and Environmental Impact Department. It is not its intention to undertake this collective endeavor independently; rather, it is to facilitate the coordination and direction of actions by other departments in a collaborative manner.

Represented on the School's Executive Committee, it plays a central role in advising and overseeing the School's sustainable development strategy. It ensures that the projects, initiatives and policies of the various departments and services are aligned with the overall sustainability strategy and goals.

It is in constant contact with a variety of entities, including the Incubator, which supports innovative projects with a social and environmental impact, and the IÉSEG Foundation, which supports sustainable development actions through philanthropic projects, in addition to the various departments (Corporate Relations, International Relations, etc.). The concept of supporting professionals and ensuring that these subjects are integrated into course content is also a concern for all academic departments, including the Management and Society department.



The Dean shares a lunch with members of the Social and Environmental Impact Department.

Each feeds the other: academic and scientific expertise serves the IÉSEG project, in particular thanks to the work carried out in the six Research and Excellence Centers on sustainable development related themes. The Department is also in constant dialog with student associations that are actively involved in organizing sustainable initiatives, as well as clubs that bring together graduates (IÉSEG for Change, IÉSEG Lead Her) engaged in various aspects of CSR.

One School, three management bodies

A private higher education institution of public interest (EESPIG) and a non-profit association member of the Université Catholique de Lille, IÉSEG is organized around three main bodies.





4 PILLARS OF SOCIAL AND ENVIRONMENTAL IMPACT



PILLAR 1 TRANSITION PEDAGOGY

DEVELOPING SUSTAINABILITY KNOWLEDGE, SKILLS AND PASSION

When it comes to training, IÉSEG has a clear ambition: train professionals who are committed to a better society. This is no mean challenge: this involves rethinking current economic models in order to integrate social inclusion while acting in the fight against climate change.

The School places responsibility and sustainability at the heart of its training. It sees this as a framework, a reference guide that accompanies students throughout their academic careers and then in their professional lives.

The objective of this multidisciplinary transition teaching is to provide students with a keen critical mind. In all circumstances, lucidity, which is the capacity to step back when confronted with preconceived notions, enables one to act with finesse and perspicacity. In order to achieve this objective, IÉSEG also works upstream by providing its administrative and teaching staff with the requisite resources to ensure that the principles of sustainable development are permeated throughout their actions, both directly and indirectly.

TRANSITION ISSUES AT THE HEART OF COURSES AND PROGRAMS

When the “Transition 2026” program is completed, the goal is to ensure that 100% of the programs taught at IÉSEG will integrate social and environmental issues. This is a considerable task but is now well underway.

In line with the recommendations of the [Jouzel Report](#), IÉSEG has committed itself in recent years to an interdisciplinary approach to sustainable development and diversity by integrating mandatory or optional courses into all its programs. This major change implies a global redesign of the teaching models.

As part of its 2022–2027 strategic plan and the “Transition 2026” initiative, IÉSEG has updated its academic content and in particular has updated its entire [Master Grande Ecole Program \(PGE\)](#).

Each discipline is affected by the PGE Master model’s redesign. The ongoing project involves the development of instructional content that is specifically tailored to the transitional challenges of each of the eleven disciplines in question (e.g., Sustainable Finance, Sustainable Marketing, Sustainable Operations). Additionally, these subjects are being integrated in a transversal manner into all other programs. The EU [CDEFM](#) and [Greencomp](#) competence frameworks, as well as the [Shift Project’s](#) knowledge repository, are among the numerous resources available to assist professors.

The [TASK by Sulitest](#) test is now administered to all students in the PGE Master cycle. Upon successful completion, students are awarded the first international certificate in sustainability knowledge. This comprehensive examination of the IÉSEG Grande Ecole Program now incorporates European sustainability competence frameworks. It is founded on the [Nine Planetary Boundaries](#), the [Sustainable Development Goals](#) (SDGs) of the United Nations, and Kate RAWORTH’s Donut Theory. Lastly, students will have the opportunity to select the “**Sustainability & Transition**” minor from 2024–2025 in order to enhance their abilities and execute tasks that are specifically related to these issues.

This process has mobilized a significant number of the administrative in constant collaboration with and academic personnel, who are the School’s students, alumni and partners.

100% of programs
review all teaching content in order to
integrate their impact on the planet
and society

76 elective courses
dedicated to the social
and environmental transition

19 ECTS
credits allocated to mandatory courses
on transitions within the PGE program



Jérémie BERTRAND,

Professor of Finance and Deputy Academic Director
of the Grande Ecole Program

“By examining the framework of this Master’s program, it has been feasible to prioritize sustainable development. The theme is now present in all teaching content, and this work has resulted in greater overall consistency between the various disciplines. The key message is that sustainability is not a subject to be taught separately. It is a common thread, an essential prerequisite, even in areas we might think have nothing to do with these issues. Far from preconceptions, finance is a good example. Today, most sustainability-related regulations are established at the request of the financial sector for one very simple reason: the very core of finance involves analyzing risks and those associated with climate and environmental issues are becoming increasingly alarming.

In Human Resources, social risk takes precedence. In marketing, you can’t move forward without addressing the carbon footprint or cultural differences. Everything is done to make students understand that this is not a passing fad, but an imperative for every economic sector.”

Impact and commitment right from the start of the new academic year

At the end of August, **1,610 new students** came to IÉSEG's campuses in Lille and Paris-La-Défense. As soon as they arrived, they were plunged into actions having a social and environmental impact.

In Lille, students sorted food items at food banks for the **Banque Alimentaire du Nord** and **Secours Populaire Français** associations. In Paris, they collected 3,500 essential products with Secours Populaire and Auchan La Défense. They collaborated with the Surfrider Foundation to identify the presence of plastic debris along the Deule and Seine rivers, thereby contributing to the prevention of pollution in the oceans and waterways.



Deep Time Walk: a walk to increase one's awareness

Since 2017, the Deep Time Walk has invited people on a 4.6 km walk – the age of the Earth in billions of years. In Lille and Saint-Germain-en-Laye, **160 Bachelor in International Business students** went on this 22-stage walk.



Responsible Leaders: students at the Charonne urban farm

In 2017, the Responsible Leaders program was implemented to involve students in the School's CSR-related missions. Approximately thirty students visited the Charonne farm in November 2023, which is a component of the Le Paysan Urbain network. The visit was intended to emphasize the concepts of agroecology and regenerative agriculture, as well as their significance in sustainable development.



People, Planet, Profit

Every year, students in the 2nd year of the PGE Bachelor cycle take part in the "People – Planet – Profit" project, working on concrete issues for companies, associations or partner institutions with the aim of developing operational solutions that take account of CSR issues. For example, this year, **Antea Group** collaborated with two groups of students to set up a responsible procurement process. The students presented their recommendations to the CEO and these were integrated into the company's "Carbon Footprint" action plan.

35

partner organizations take part in the "People – Planet – Profit" project

Measure your knowledge with TASK

In the "Change Management for Sustainability" course, **1,254 Master 1 students** took the TASK by Sulitest test to verify their understanding of socio-ecological issues.



Master in Management for Sustainability: a series of actions

In November 2023, Master in Management for Sustainability students took part in the "Grand Hackathon Urbain" at Plaine Images in Tourcoing, organized by Linkcity and Impact Campus. For 36 hours, they reinvented the city of tomorrow. In February 2024, they also took part in "The Economist Sustainability Week" as part of their mandatory learning expedition.

EIGHT STEPS TO CHANGE THE WORLD

Even before joining the School, IÉSEG students embark on an academic journey designed to make them aware of the state of the world, as well as their ability to act. An eight-phase journey.



“TRANSITION 2026” : COMPLETION OF A VAST TRAINING PROGRAM FOR ACADEMIC AND ADMINISTRATIVE STAFF

From professors to administrative staff, every member of IÉSEG plays a crucial role in building a high-quality curriculum. In 2023, IÉSEG launched an ambitious 18-month plan to train 100% of its more than 500 staff in sustainability and diversity.

In 2023, the teams completed four mandatory modules: “Sustainable development and diversity challenges at IÉSEG”, “Understanding the fundamentals of the ecological transition”, “Intercultural diversity on a daily basis”, and “Managing diversity and inclusion”, as well as one elective module. Between January and September 2024, modules 6 and 7 completed this 23-hour program.

Module 6: Inspire

This module, which was designed for each department and internal service, brought together professionals and experts in a variety of disciplines. It facilitated the development of enlightening dialogue and offered specific knowledge to assist teams in comprehending the swiftly evolving current context. Module 7 was the result of the reflections that were sparked by these discussions.



Some of the speakers invited to Module 6

→ The Finance Department:

The European framework for sustainable finance.

- Fabio TAMBURINI, Financial Stability Expert at the European Central Bank
- Christophe REVELLI, Professor at Kedge
- Thierry RONCALLI, Head of Quantitative Portfolio Strategy at Amundi

→ Entrepreneurship Department (INENTIS):

Social entrepreneurship.

- Anne GERSET, Co-Founder of MakeSense

→ Accounting Department:

The new Corporate Sustainability Reporting Directive (CSRD).

- Sophie CHIREZ, Executive Director of Climate Change and Sustainable Development Services and Arnaud VANHOVE, Senior Manager at EY

→ Management of Information Systems Department (INENTIS):

Social and environmental issues in responsible digital technology.

- Thomas BREUZART, Co-President of B Lab France and Director at Norsys

→ Professor Management Department:

Inclusion and digital accessibility.

- Cloé MOULINER, Digital Transition and Connected Social Centers Manager, Arbrisseau Social and Cultural Center in Lille

→ Brand and Communication Department:

Responsible communication and greenwashing.

- Mathieu JAHNICH, Consultant

→ Human Resources Department:

Inclusion policies for students and employees with disabilities.

- Céline GAXATTE, TF1 Group Disability Mission Manager

Module 7: Defining sustainability and diversity roadmaps for each service and department

The Transition 2026 program culminates in Module 7, which is designed to establish a three-year CSR roadmap for each department and service. This document identifies specific goals and key performance indicators, thus integrating sustainability and diversity into their activities.



“Apart from establishing a roadmap, the whole challenge of module 7 consisted of selecting a Sustainability Coordinator to ensure

concrete implementation of the module over the coming months. In a department focused on supply chain management and organization, some areas for improvement are obvious in terms of the environmental transition, but others are not. The work of the consultant who accompanied us proved invaluable in successfully structuring the collective effort and identifying key topics, but also in avoiding redundancy and highlighting our blind spots. Maturity levels between the sixteen professors inevitably vary. The half-day was beneficial to build a common basis for reflections, but also to start setting measurable perspectives and goals. The team will have a solid basis on which to develop their teaching content, restructure some aspects, identify new case studies... Once a year, we will check to make sure that the process is advancing smoothly.”



Christine DI MARTINELLI,
Professor and Head of the
“Operations Management”
Department



Kelvin FRISQUET,
Independent Consultant

“When conducting a teaching overhaul of this magnitude, one of the classical limitations lies in the fact that professors are not necessarily trained in ecological and social issues. This is not the case at IÉSEG: I was impressed by the level of sensitivity and maturity of the professor-researchers on these subjects, as well as their willingness to move forward. When building a detailed roadmap, however, you must be really aware of how big the changes demanded of people are across all management disciplines. How can you teach marketing or finance when the business sciences emerged at a time when no one was yet aware of the fact that we are living and working in a world where resources are not limitless? Everyone must ask themselves how their discipline contributes positively and negatively to the ecological and social transition. To change things, it is essential for each academic field to reach out to ambassadors, peers and engaged stakeholders within their department, people who are leaders and able to get their department on board with them.”

PILLAR 1

Key performance indicators

Category	Indicators	2018-2019	2021-2022	2022-2023	2023-2024
Pedagogy	Number of ECTS credits for core courses on the social and environmental impact within the Grande Ecole Program (PGE)	N/A	17	19	19
	Number of core courses addressing social and environmental impact issues in initial training programs	N/A	21	72	79
	Number of elective courses addressing social and environmental impact issues in initial training programs	N/A	51	66	76
	Number of students who completed the TASK by Sulitest assessment	N/A	N/A	N/A	1254
	Number of students who were awarded the Sustainability Certificate	0	14	14	29
	Number and percentage of master's theses and consultancy projects on social and environmental impact topics	139 17%	234 29%	254 29%	396 37%
	Number of students trained to become B Leaders	N/A	N/A	N/A	79
Staff impact training	Percentage of administrative staff trained in social and environmental impact	0%	0%	79%	85%
	Percentage of administrative staff who completed five modules of the sustainability course	0%	0%	0%	41%
	Percentage of administrative staff trained in diversity, equality and inclusion (DEI)	N/A	N/A	61%	80%
	Percentage of academic staff trained in the social and environmental impact	0%	0%	67%	82%
	Percentage of academic staff who completed five modules of impact training	0%	0%	0%	56%
	Percentage of academic staff who completed DEI training	N/A	N/A	60%	75%
Student engagement in terms of impact	Number and percentage of students involved in student associations on the social and environmental impact	N/A	N/A	N/A	118 11%
	Number of students attending the Impact Introductory Seminar	N/A	N/A	1 400	1 610
	Number of Responsible Leaders	20	25	40	40



PILLAR 2

ENVIRONMENTAL IMPACT ON THE SCHOOL'S OPERATIONS

TOWARDS A RESPONSIBLE CAMPUS

An active approach is required to bring a campus to life, particularly when it is being made more eco-responsible, inclusive, and sustainable. IÉSEG prioritizes three primary strategic objectives in order to provide its students and teams with an optimal and tranquil work environment.

The issue of resource optimization is critical and is at the heart of the approach. By implementing innovative energy efficient solutions and guaranteeing that its infrastructures are environmentally sustainable, the School is endeavoring to increase its energy and water efficiency.

IÉSEG is also seeking to raise everyone's awareness about the environmental and social impact of their activities, particularly with regard to mobility. Concrete solutions are being deployed to reduce adverse effects.

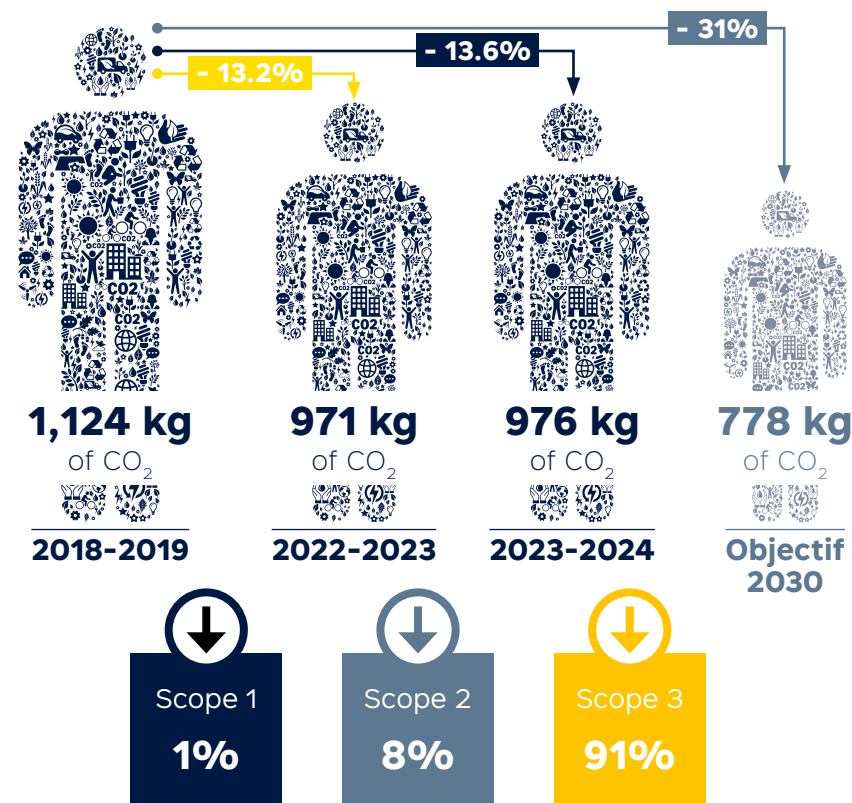
When it comes to procurement and waste management, the School is committed to promoting responsible practices that involve reducing and recycling, in accordance with the principles of the circular economy.

CARBON IMPACT: REDUCTION GOAL

The ground work that delivers results

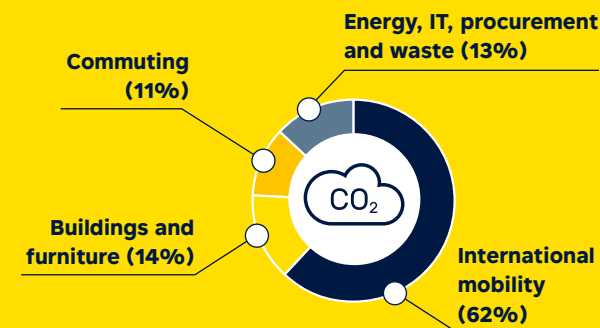
The [IÉSEG climate action plan](#) was developed through a constructive dialogue with students, alumni, management, and businesses. It logically incorporates a broad spectrum of measures. The School is taking every action possible to reduce its CO₂ emissions, including the control of energy consumption, the implementation of a “responsible digital technology” policy, the protection of biodiversity, procurement, and mobility. It has also established an ambitious objective that is consistent with the [National Low Carbon Strategy](#) and the [Grenoble Agreement](#): by 2030, **IÉSEG is committed to reducing its CO₂ emissions by 31%**. This carbon footprint reduction trajectory was developed within the LiveTREE Carbon Trajectory Committee in the Université Catholique de Lille, and is based on the ADEME methodology.

Carbon footprint per person



In 2023-2024, the annual reduction target could not be achieved. Additional measures will therefore be taken in 2024-2025 to further help reduce the School's carbon emissions.

Breakdown of emissions by sector in 2023-2024



representing **8,564** tons of CO₂ equivalent.

Commitments

June 18th 2021

[Low-Carbon Lille Pact](#)

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.

Biodiversity: a greener and more lively campus in Vauban

The Vauban building was completed in Lille in 2024 and is part of a sustainable approach. In addition to its numerous green spaces and bright patio, its terraces welcome students and staff, on a site with triple glazing to optimize heat all year round.

The site has been fully integrated into its surroundings through the implementation of green roofs, heating that is connected to the district heating network, rainwater recovery and filtration, and the installation of natural bee nests and bird houses in collaboration with the Bird Protection League. As a result, numerous species coexist in an urban and functional environment that is still connected to nature.

Mobility: the bicycle finds its (parking) space

Every day, millions of drivers drive very short distances (two-thirds are less than 5 km). That is a real issue given that passenger cars account for 54% of greenhouse gas emissions in the transport sector. In many of these cases, a bicycle could be used. To make it easier to use, the School has been offering new secure parking spaces in Lille since the summer of 2023 for students and staff members who commute by bicycle. **125** bicycle parking slots for green travel and complete peace of mind, in addition to the **12** electric charging stations on the Lille campus.



From March 25 to 29, 2024, the campuses in Lille and Paris-La Défense hosted the 6th **Sustainability and Diversity Week**. The agenda includes a variety of workshops, webinars, exhibits, and conferences. Les Ombres, Entourage, and Les ClimatoSportifs were among the more than a dozen student associations and solidarity and environmental protection partners that participated.



Arnaud GILLES,
3rd-year Grande Ecole Program student

Green and exemplary

Europe by bike is possible. As a 3rd year student in the Grande Ecole Program, **Arnaud GILLES** proved this by covering 6,600 km between August and November 2023.

“After a first test between Chartres and Mont-Saint-Michel, I set myself a more difficult challenge: a tour of Europe by bicycle. In the beginning, I thought I would do it for myself, without necessarily looking for sponsors. But my friends and family became really interested in this project and it became much more than just a personal challenge. I contacted **All4trees**, an association dedicated to the protection of forests. I helped them in terms of communication and raising funds.”

€2,900

This is the amount that Arnaud managed to raise and which he donated in full to All4trees. This initiative has earned him the IÉSEG CSR Award.

INTERNATIONAL MOBILITY: EXPLORE THE WORLD, BUT IN A CONSCIOUS WAY

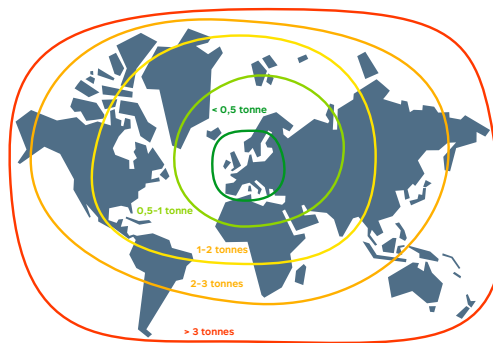
With 335 academic partners in 74 countries, IÉSEG offers its students invaluable opportunities for academic exchanges. However, the goal of reducing the School’s carbon footprint by 31% by 2030 requires that choices be made, especially since around 60% of CO₂ emissions are generated by international mobility. An equation that has solutions.

The sustainable international mobility strategy is designed to minimize travel and distances traveled, while simultaneously advocating for less polluting modes of transportation, such as trains or buses, whenever feasible. The School has already initiated action in anticipation of the publication of the completely overhauled action plan in early 2025. Except for double degree students, students who are commencing their first year in 2024–2025 (and subsequent years) will be permitted to participate in a single exchange. Additionally, IÉSEG is advocating for its students to conclude their internships in Europe.

The School addressed the challenge of reconciling the reduction of carbon emissions with the goal of being open to the international community during Erasmus International Week 2023. In order to more effectively target its academic partnerships, IÉSEG has divided the world into five carbon emission zones. This strategy is designed to promote collaboration with schools in Europe, while gradually decreasing exchanges with schools in zones identified as having higher emission levels.

Finally, IÉSEG is committed to reducing the impact of its staff’s business travel by incorporating this criterion into its annual incentive agreement and developing a responsible business travel policy.

The School’s academic partnership policy will favor lower carbon emission zones.



	2018-2019	2023-2024	2030
Zones 3, 4 and 5	70% of mobility 94% of emissions	65% of mobility 93% of emissions	47% of mobility
Zones 1 and 2	30% of mobility 6% of emissions	35% of mobility 7% of emissions	53% of mobility



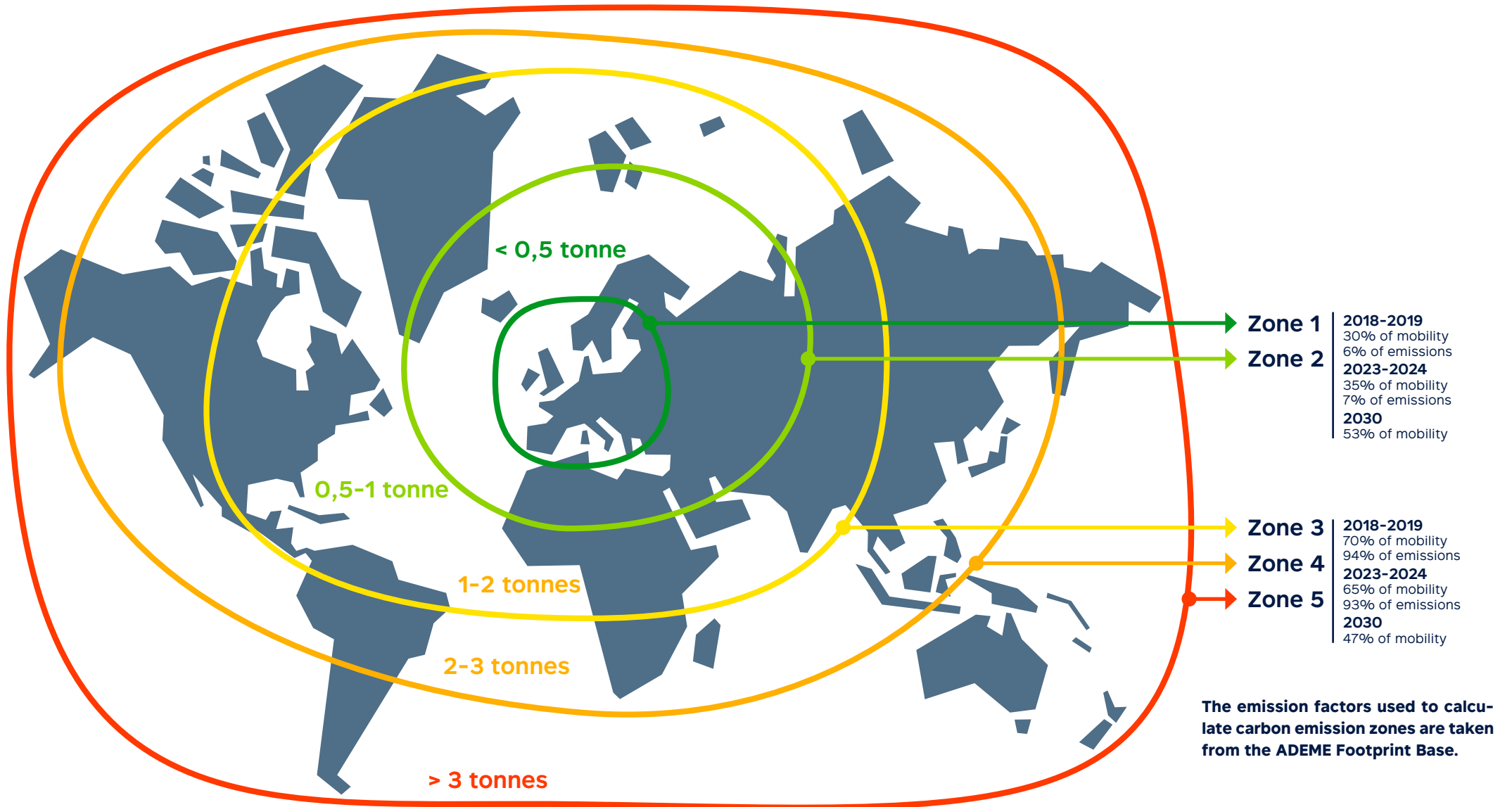
Pascal AMEYE,

Deputy Director of International Relations -
International Student Exchange and Services Programs

“ We are an international school and of course we will remain so, but we can act in three areas. The first concerns the number of trips. Up to last year, students were allowed to go abroad twice, once for during their Bachelor’s degree and once during their Master’s degree. This option will now only be available for students aiming for a double degree. The second area we can act on is gradually rebalancing our international agreements in favor of zones to which travel is less impactful. It is important to bear in mind that international experience does not necessitate that a student travel to the other side of the world. Lastly, the third aspect is awareness-raising. The School is endeavoring to encourage more environmentally favorable behavior by favoring the train or bus over the airplane whenever feasible.”

€100 This is the amount offered by the #TakeTheTrain fund to help students who choose to use sustainable transport. In 2023–2024, 69 students benefited from it.

The School's academic partnership policy will favor lower carbon emission zones.



CIRCULAR ECONOMY: MOVE IN CIRCLES TO MOVE FORWARD

More sustainable procurement

IESEG is dedicated to the development of a corporate social responsibility (CSR) charter that promotes responsible procurement. This intricate issue is multifaceted and aims to achieve a tripartite objective: to decrease product volumes, enhance product quality, and mitigate their environmental and social impact. An awareness booklet is currently being drafted. It will be designed to train students and staff on responsible procurement, as well as to increase their awareness of the dangers of greenwashing.

THE EXAMPLE OF THE BRAND AND COMMUNICATION DEPARTMENT

This department uses five criteria when purchasing merchandise:

- 1 the origin of the product (made in France, Europe, etc.)
- 2 product durability and quality
- 3 product circularity (refurbished, second-hand, recycled and/or recyclable)
- 4 high standards in terms of social responsibility and public health
- 5 products recognized for their environmental or social usefulness

Circular initiatives, responsible initiatives

The School has long taken circular economy initiatives. In 2019, it launched the “**PlasticFree**” initiative to significantly reduce single-use plastic on its campuses. IESEG has partnered with ASUS-certified waste sorting and recycling start-up [LemonTri](#). Students and staff can now easily recycle bottles and cans using the recycling machine installed on the Paris campus by [B Corp.](#). Since 2021, IESEG has also been collaborating with [Cy-Clope](#), a French company specializing in the recycling and recovery of cigarette butts.

IESEG is also promoting the consumption of more sustainable cuisine on its campuses in accordance with the [AGEC](#) and [EGALIM](#) acts. Moving forward, the School is developing a roadmap to encourage the consumption of healthier and lower-carbon foods, while simultaneously eliminating single-use packaging.

IESEG granted Nicolas HURBIN ([La Tournée](#)) the opportunity to address the subject of deposit return in one of its “Change-maker Stories” episodes.



Soy for the apéritif

Founded in Aisne by an alumnus, Tristan FERTÉ, [Payzan](#) was awarded the IESEG 2024 Entrepreneur Prize. This prize is awarded to a company that has a remarkable concept: locally grown soybeans are used to make spreads and toasted seeds as canapés, and the company is dedicated to the use of organic and local products.

PILLAR 2

Key performance indicators

Category	Indicateurs	2018-2019	2021-2022	2022-2023	2023-2024
Carbon footprint	Total carbon footprint in tonnes of CO ₂ equivalent	6,643	6,258	7,856	8,564
	Average carbon footprint per user (staff + students) in tonnes of CO ₂ equivalent	1.124	0.844	0.971	0.976
	Percentage reduction/increase in carbon footprint per user	Baseline Year	-18%	-13.6%	-13.2%
Energy & Water	Total final energy consumption in kWh/m ²	160	128	85	166
	Total final energy consumption in kWh	5,062	4,085	4,124	8000
	Water consumption in m ³	5,537	5,174	7,187	9,251
	Collection of rainwater or reused water in m ³	N/A	N/A	N/A	510
Day-to-day mobility	Number of staff members entitled to the bicycle mileage allowance	35	61	70	72
	Number of secure bicycle parking spaces	N/A	N/A	35	125
	Number of electric car charging stations	N/A	N/A	4	12
	Percentage reimbursement of public transportation costs	50%	50%	75%	75%
National and international mobility	Carbon footprint percentage	66%	63%	64%	62%
	Carbon footprint in tonnes of CO ₂ equivalent	4,403	3,968	5,061	5,276
	Average carbon footprint per user (staff + students) in tonnes of CO ₂ equivalent	0.75	0.54	0.63	0.60
	Number of students who received #TakeTheTrain funds	N/A	N/A	N/A	69
IT	Average lifespan of our IT hardware (in years)	3	3.5	4	4.8
Food and catering	Percentage of vegetarian food offerings for staff and students (cafeteria, catering)	N/A	N/A	33%	33%
Procurement	Percentage of references in the goodies catalog made in Europe	N/A	N/A	N/A	38.5%
	Percentage of references in the goodies catalog made with recycled materials	N/A	N/A	N/A	15.4%
Waste	Quantity of household waste in tonnes	70	N/A	44.4	58.5
	Quantity of cardboard and paper waste in tonnes	7.7	N/A	16.2	16.3
	Quantity of plastic waste and cans in tonnes	N/A	N/A	N/A	10.5
	Quantity of glass waste in tonnes	0.1	N/A	0.4	0.7
Biodiversity	Surface area covered by plants out of the total surface area of the School in m ²	N/A	N/A	1660	2634
Awareness and events	Number of sustainability-related press fall-out articles	N/A	115	208	189
	Number of articles published on IÉSEG websites on sustainability-related topics	N/A	28	48	69



PILLAR 3

IMPACT RESEARCH AND PARTNERSHIPS

RESEARCH AND PARTNERSHIPS FOR A COLLECTIVE IMPACT

This is the complete essence of IÉSEG's strategy with its partners: comprehend and act, but above all, comprehend in order to act more effectively. The School employs two critical factors to enhance the effectiveness of its initiatives and fortify its commitment to sustainable development: strategic alliances and a rigorous scientific approach. It structures its priorities around three primary areas:

- 1** Diversification of its partnerships with players in the economic, associative and institutional world: B Corp-labeled companies, NGOs, think-tanks, professional networks, higher education institutions and public institutions.
- 2** Research programs broadly focused on social and environmental issues with the aim of amplifying their academic, educational and societal impact.
- 3** Hiring of renowned researchers to enrich and support the School's mission in the area of sustainable development.

In this way, IÉSEG aims to be a catalyst for change, but also to become a reference in responsible innovation.

B LAB FRANCE / IÉSEG: A PARTNERSHIP WITH ROOTS

B Lab France, the French branch of the international NGO B Lab, is mobilizing to transform the economic world and disseminate the necessary policies and tools widely. As they share the same conviction, B Lab and IÉSEG have logically joined forces in a strategic partnership aimed at accelerating the transformation of business models.

Signed in 2022, this partnership has grown in scale over the past academic year. IÉSEG has therefore adapted the “B Leader” training course to create a curriculum adapted to its students. This “B Academy” trains students in the B Corp methodology, thus preparing them to support companies in their certification process. The “People - Planet - Profit” interdisciplinary project (see page 14) was joined by 10 companies that were either certified B Corp or in the process of being certified, and 79 IÉSEG students completed this curriculum over the course of two years.



41%

of IÉSEG's partnerships are NGOs, public entities, associations, mission-based companies or B Corp certified companies.



The B Corp Party Hauts-de-France was hosted by IÉSEG, as was the case last year, with the theme of “Engaging our companies for and with young people.” Designed to bring together committed stakeholders in the region, the event was an opportunity to present 16 recently certified B Corp companies, a movement that is growing in scale, particularly in France: 450 of the 9,340 B Corp certified companies in 105 countries around the world are French. It also welcomed journalist Salomé SAQUÉ, the author of the best-seller “Sois jeune et tais-toi” (Stay young and keep quiet).

300

people attended the B Corp Party organized by IÉSEG



Érik REYES,

Master's student in Management for Sustainability, Responsible Alpha's Sustainability Associate and DEI Lead.

“ In IÉSEG's Master for Management in Sustainability in partnership with B Corp, I was privileged to become certified as a junior B consultant in such a comprehensive way that I could confidently take these learnings into the professional environment, becoming immediately after my program the team lead of the B Corp Certification process for the sustainable finance consulting firm I am now a part of. Having experts share and assess my understanding of B Lab's mission and processes, including the importance of having Impact Business Models, was truly a valuable experience.

PRESENT AT COMMITTED FAIRS

By setting up its booth at ChangeNOW's [Impact Job Fair](#) in

October 2023 and then at the Parc Floral in Paris for the [Talents for the Planet](#) show in March 2024, IÉSEG demonstrated its willingness to be present at professional events focused on sustainable development. The School was able to present its impact training programs, including its Master Management for Sustainability (MMS).



DRIVING IMPACT ENTREPRENEURSHIP

The IÉSEG incubator: at the heart of change

The School's incubator provides a dedicated space and professional support to facilitate the development of the changemakers of tomorrow, regardless of whether they are students, alumni, or researchers. Launched in 2015, it offers three distinct pathways, corresponding to different maturity levels. **"Spark"** helps entrepreneurs give shape to their ideas right from the outset. **"Start"** supports start-ups while **"Scale"** supports start-ups that are already operating. Inclusive and collaborative, the incubator aspires to stimulate the boldness and resilience of entrepreneurs today and tomorrow. Its ramp-up is proceeding as planned: between 2023 and 2024, it provided support to **164** entrepreneurial projects, of which **69** have a social or Environmental impact mission.



more than
40%

of the entrepreneurial projects supported by the IÉSEG incubator have a social or environmental impact mission.

A podcast, a School and a start-up

Podcasts are a fast-growing medium and are becoming popular all over the world. By launching its own audio series, IÉSEG wants to convey its convictions through a creation that has already exceeded the 60-episode mark, **"Changemaker Stories"**. Designed by [IÉSEG Network](#) and the studio [Echoes](#), a start-up incubated at IÉSEG, the show is led by Xavier SEUX, a graduate of the School and passionate about sound. Each episode highlights the careers of professionals, experts, researchers or IÉSEG graduates who work to transform society, each in their own way. Social entrepreneurship, finance, technological innovations, ecological transition, etc. The podcast covers a wide variety of topics – human, humanistic and committed stories.



Welcome Account, an ethical bank and winner of the Créenso Prize

The National Award for the Founder of a Social Enterprise, which was established in 2011 by the [Ceetrus Foundation](#) and the [IÉSEG Network](#), is a program that recognizes youth entrepreneurs and engages the IÉSEG community in the discussion of social entrepreneurship. **Welcome Account**, a neobank that Caroline SPAN and Rooh SAVAR co founded, has been awarded the Créenso 2024 Award. Dedicated to migrants and newcomers to Europe, it facilitates their access to banking services that are often impossible to obtain from the traditional banks. The **€25,000** award will enable Welcome Account to develop an inclusive and humanistic project. The "Coup de cœur du jury" award was awarded to **SEM Habitat Durable**, a real estate agency specializing in affordable housing solutions for people in difficulty. SEM Habitat Durable received a prize of **€5,000** and also benefited from the support of several IÉSEG students as part of a skills patronage operation.



Supporting professionals in the transition

In accordance with the mission of “Empowering Change-makers for a better society”, **IÉSEG Executive Development & Innovation** provides training to over **1,200** executives annually through certification, qualification, or customized programs. The School incorporates social, societal, and ecological transformations into its programs, which have a tangible effect on its partners. Examples include training 350 Orange financial professionals on sustainable value, developing inclusive leadership at Vertbaudet, coaching foreign leaders on sustainability and supporting the directors of ESAT and EA in Pas-de-Calais.



Julia VANLERBERGHE,
PGE graduate 2023, Second Life Product Marketing
Manager at Decathlon Digital

“ In 2023, Shein is the second most downloaded app in France and the store with the fourth biggest increase in spending, just behind Vinted. The fashion industry, which is the second most polluting industry in the world with more than 100 billion garments produced each year, is being disrupted by the rise of ultra-fast fashion and e-commerce. Generation Z, a third of the world’s population, is a committed, educated, conscious and active generation worried about its future – but paradoxically, it is also the main consumer of fast fashion, often for cost reasons. But this observation does not explain everything. I aimed to comprehend the factors that account for the discrepancy between our beliefs and our actions in my master’s thesis. The objective of my work has been to determine the influence of values, attitudes, and four additional factors on our behavior, thereby facilitating the development of sustainable fashion.



ICOR award: for work focused on sustainable development and CSR

In 2024, **37%** of IÉSEG students chose a subject related to ethics, corporate social responsibility (CSR) or sustainable development for their end of studies master’s thesis. For the past nine years, the **ICOR Award** (IÉSEG Center for Organizational Responsibility) has been rewarding the best of them based on both academic and business criteria. A first jury of three IÉSEG professors selected three applications.

Then, a jury of professionals named **Julia VANLERBERGHE** as the winner of the ICOR 2024 Award for her thesis “Understanding Generation Z’s sustainable consumption: a values – attitude – behavior approach”. The amount of the prize (€2,000) is shared between the winner and the non-profit organization or social enterprise of his/her choice. Julia chose to support Sea Shepherd.



ICOR Award ceremony with the two other finalists, Éloi DECROOQ and Lina TAKTAK.

Search for impact

IESEG includes six centers of excellence and research that focus on impact topics. They complement each other and their approaches have diversified.

2 CENTERS OF EXCELLENCE

- **ICOR** (IESEG Center for Organizational Responsibility) works on transforming business models and alternative governance mechanisms, such as social enterprises, and analyses the role of leaders in driving transformation and activism. Each year, it presents an iconic prize (see page 28).
- Founded in 2017, **ICIE** (IESEG Center for Intercultural Engagement) brings together academics and members of the various School departments around issues of intercultural dynamics in business.

4 RESEARCH CENTERS

- The **iRisk** center (Center for Risk and Uncertainty) works on climate risk and decision-making in uncertain contexts.
- Since 2021, **IFLAME** (Family, Labor and Migration Economics) has been studying the microeconomic determinants of the individual job offer and family outcomes.
- **IQuant**, dedicated to the quantitative economy, focuses on the macroeconomic aspects of climate change.
- Finally, **ICoN** (ISEG Center on Negotiation) works on negotiations within large NGOs such as the COP.



Sustainability: two dedicated research chairs

The “Sustainability of Business in Society” chair, which was established in 2022 in collaboration with B Lab and Columbus Consulting, aims to reorient business models toward more environmentally responsible practices. It concentrates on the development of tangible knowledge and instruments to assist organizations in adapting their processes and business models, with an emphasis on long-term perspectives.

In 2023, in collaboration with the Association Nationale des Directeurs Financiers et de Contrôle de Gestion

(National Association of Financial and Management Control Directors), the “CFO and Sustainable Transformation” chair was created. Its objective is to assist chief financial officers in confronting the present environmental and social challenges. It concentrates on three primary areas: the significance of financial management in the transition to a responsible model, an examination of the collaboration between the CFO and general management in this process, and ultimately, the sustainable digitalization of financial functions.

A SEMINAR AT THE HEART OF PEACE AND SUSTAINABILITY

For thirteen years, IÉSEG's **"Business and Society"** research seminar has been a must-attend event for PhD students and researchers from all disciplines, and it has become a highlight of the academic year. IÉSEG aimed to underscore the connection between the business world and global peace by addressing the theme of ["Business, peace and sustainability: navigating between systemic challenges"](#) at the 13th seminar on June 18 and 19, 2024. This peace is currently threatened by a variety of conflicts, which are occurring against a backdrop of significant geopolitical tension.



In their opening addresses, John KATSOS (American University of Sharjah) and Jay JOSEPH (American University of Beirut) provided initial insights into the role of companies in building peace, while Farah KODEIH (IÉSEG School of Management) and Rashedur CHOWDHURY (Essex Business School) addressed the issue of researcher engagement in extreme contexts. In conflict zones, the role of companies in peacebuilding often comes up against the imperatives of sustainability and social justice. While companies can act as development levers for local populations and refugees, risks remain in terms of resource exploitation and

even greater inequality, while some companies boast about making a positive contribution without any real substance to these claims – a form of "peace washing".

54

research publications on social and environmental impact topics

66

research conferences addressing ecological and social transition themes

Raül BARROSO,
Professor of Accounting at IÉSEG,
Tinghua DUAN,
Professor of Finance at the EDHEC,
Siyue GUO,
Professor,
and **Oskar KOWALEWSKI**,
Professor of Finance at IÉSEG

"Board gender diversity reform and corporate carbon emissions"

Journal of Corporate Finance

“ Our study addresses the critical challenge of climate change and highlights the role that gender diversity on boards can play to mitigate it. We discovered a substantial decrease in direct carbon emissions by examining the carbon emissions of companies that experienced an increase in female representation on their boards as a result of gender diversity reforms in a variety of countries. The Paris Agreement, which was signed in 2015 to limit the increase in global temperatures to 1.5°C, has further exacerbated the impact of this increase in the number of women. This impact is particularly strong when reforms aimed at increasing women's representation are legally binding. Therefore, our results show that gender board reforms promote better governance through increased diversity and play a crucial role in mitigating climate change by reducing carbon emissions.”

PILLAR 3

Key performance indicators

Category	Indicators	2018-2019	2021-2022	2022-2023	2023-2024
Research	Number of centers of excellence and research linked to social and environmental impact	3	5	6	6
	Number of chairs linked to social and environmental impact	0	1	2	2
	Number and percentage of research publications on social and environmental impact topics	57 15.2%	27 17.1%	76 18.3%	54 22%
	Number and percentage of research conferences on social and environmental impact topics	43 13.1%	65 20.9%	52 19%	66 18.2%
Partnerships	with associations, mission companies or B Corp certified companies	N/A	70	76 35.8%	93 41%
	Number of partner organizations taking part in the People – Planet – Profit project	N/A	N/A	N/A	35
	Number of entrepreneurial projects supported by IÉSEG's incubator having a social/ environmental goal	N/A	N/A	N/A	69
Alumni Engagement	Number and percentage of former students who declare that their employment is linked to social and/or environmental impact or who work in an impact organization	20%	31.4%	36.2%	37.3%
	Number of alumni in an impact alumni club	N/A	N/A	N/A	571

PILLAR 4

DIVERSITY, INCLUSION AND WELL-BEING



MAKING THE MOST OF OUR UNIQUENESS

IÉSEG, like any organization, may be susceptible to the implicit trend toward profile unification, a criticism frequently directed at business schools. Aware of this risk and convinced that diversity enriches collective intelligence while stimulating creativity, the School is actively committed to promoting diversity on its campuses.

Meeting this ethical and humanistic commitment requires constant vigilance and perpetual questioning, but these efforts are essential to maintaining the balance within this human community that is IÉSEG. By bringing together profiles from various social, geographical and cultural backgrounds, the School improves the teaching quality, strengthens research excellence and fosters the open atmosphere that is characteristic of its campuses. Thanks to their differences, talents are revealed and join forces in an open approach that encourages everyone to grow.

In this way, the values of understanding, empathy, solidarity and mutual support are developed, essential to making diversity and inclusion sustainable realities, both in the School and in the world of business. Differences help each person express and develop their qualities.

ACTING FOR EQUAL OPPORTUNITIES



A new partnership with Télémaque

Social and economic inequalities hamper access to high quality education. IÉSEG is already involved in the Les Cordées de la Réussite initiative (see page 35) and in 2024 established a partnership with Télémaque to promote equal opportunities.

Some exceptional students find it challenging to gain admission to the Grandes Écoles due to self-censorship and social and cultural barriers. In 2024, a survey revealed that only 37% of urban young people who were underprivileged believed they were capable of attending a Grande Ecole. IÉSEG has formed a partnership with Télémaque to address these disparities.

Télémaque, founded in 2005, is a major player in the field of educational support. It supports as many as one fifth of motivated young people from disadvantaged areas through mentoring focused on boosting self-confidence, academic performance and professional discovery. IÉSEG will mobilize ten mentors for these students as part of the three-year agreement.

This initiative reinforces IÉSEG's commitment to equal opportunities and opens up new perspectives for talented young people from modest backgrounds.

Additionally, the establishment of a special position for equal opportunities, which has been assigned to Fatoumata CISSOKHO, will result in the development of new social diversity and inclusion initiatives.

In July 2024, IÉSEG hosted a high school graduate ceremony for students from Télémaque's Hauts-de-France section. This ceremony celebrated seven young people monitored by the association for the last six years. It was also attended by their families, mentors and the School's partners.



Fatoumata CISSOKHO,
Equal Opportunities Project Manager

“One of IÉSEG's priorities is to promote social diversity among its students. The issue of financial support is of course central: even before tuition fees are tackled, the School provides scholarship students with reduced competitive examination fees and remains committed to their success throughout their academic career. The objective is to provide them with the best possible resources to succeed in education, engage in student life, and embark on a career in the business world. However, this obstacle necessitates intervention at the earliest feasible stage, from the commencement of junior high school through senior high school. The objective is to broaden the students' perspectives, encourage them to explore the opportunities provided by IÉSEG, and dispel misconceptions and self-censorship. This implies that our campuses are more accessible to students from underprivileged backgrounds, and that we also engage with these students in their own schools and residences. I aim to coordinate approximately ten of these encounters in Lille and Paris by December 2024. However, the primary objective is for my colleagues and students to address these subjects and adopt their own initiatives, particularly through the association structure.”

Encourage equal opportunities: field and collective work

For many years, IÉSEG has been endeavoring to ensure that its programs are accessible to all candidates, irrespective of their personal circumstances or background. This determination is reflected in the School's involvement in the [Les Cordées de la Réussite](#) project, establishing links with three Hauts-de-France schools: the Roubaix and Douchy-les-Mines junior high schools and Carvin senior high school. In 2024, IÉSEG welcomed 70 students from these schools. In May, high school students visited the Lille campus and took part in workshops on motivation and interpersonal skills. The senior high students visited the IÉSEG Incubator to learn about entrepreneurship, while junior high students attended a course given by the Marketing department. Lunch allowed these students to meet with School students and discuss their background and experience at the School.

The partnership with the [Article 1](#) association is also dynamic. **19** presentations were given by Master's students to classes of students from modest backgrounds in high schools in the Paris and Lille regions. Others led guidance workshops for high school students in Île-de-France and Hauts-de-France. The teams also took part in a roundtable discussion as part of the [Envol](#) program (in partnership with La Banque Postale) to present the different teaching programs in a business school.

Financial support for students thanks to the IÉSEG Foundation

In 2023, donations from **180** individual donors and patronage from **15** companies both in France and abroad, enabled the IÉSEG Foundation to award **120** scholarships to students. The School and its Foundation thereby seek to foster social openness and equal opportunities for all students, in particular by removing financial obstacles.

To this end, the Foundation works actively with companies that provide patronage. For example, a three-year partnership with **Cofidis** helps fund scholarships for students in the Hauts-de-France region.



Nicolas WALLAERT,
1995 PGE graduate, CEO of Cofidis France

“As a former IÉSEG student and deeply attached to the Hauts-de-France region, I am particularly proud to see Cofidis partner with the IÉSEG Foundation as part of its Equal Opportunities program. Our commitment is to contribute to an education where every student, regardless of background, can access high-quality education and a promising future.

For many years, IÉSEG has been endeavoring to ensure that its programs are accessible to all candidates, irrespective of their personal circumstances or background.”

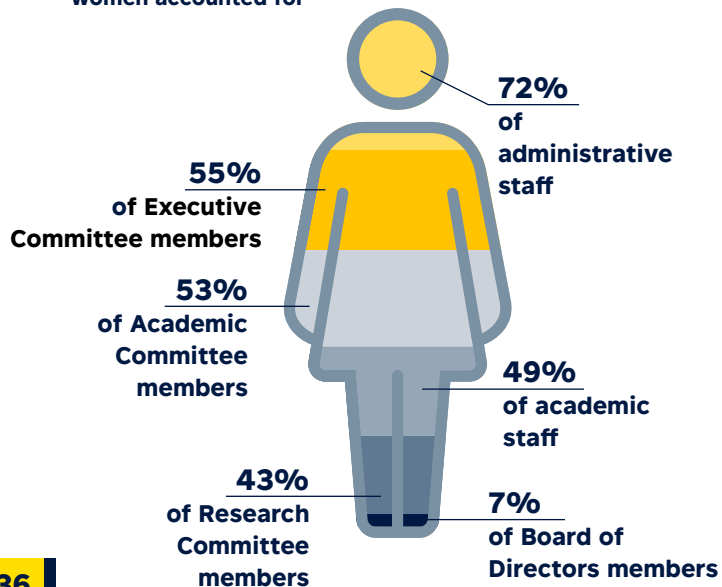


Gender equality: a new gender agreement

A new agreement on professional equality between women and men has been signed between IÉSEG and social partners. It reaffirms the School's desire to strengthen equal treatment between genders throughout the career path, while strictly respecting the principle of non-discrimination. The objective is to more effectively identify and support talent in their pursuit of high-level positions, with a particular emphasis on the "Professional promotion" component. The "work-life/family responsibilities" aspect will be developed in conjunction with a parental charter that is scheduled for 2024-2025.

95/100 Gender Equality Index Score

In 2023-2024,
women accounted for



IÉSEG strengthens its fight against violence and discrimination

IÉSEG maintains a zero tolerance policy when it comes to violence, harassment and discrimination, ensuring a safe environment for all. In 2024, the School intensified its prevention efforts: **1,650** students took the sexual and gender-based violence prevention module. Additionally, **219** association leaders received instruction in this domain.

STOP VIOLENCE



As part of an elective course on diversity, equality and inclusion, four Masters students from the Grande Ecole Program – Andrea ARCAMONE, Djany Samuella BELINGA MVONDO, Mathilde CADO and Marie-Amicie WOLFF – proposed a poster campaign aimed at preventing violence and promoting IÉSEG's Stop Violence support unit. The campaign was launched in September 2024.

A charter to combat LGBT+ phobias

The charter, which was announced in 2023 and was designed to combat discrimination against LGBT+ individuals, was signed on May 29, 2024, following months of work by a group of **8** students and **11** academic and administrative staff members. IÉSEG was able to create an action plan that concentrated on three primary action areas as a result of the charter, which was proposed by the association **L'Autre Cercle**. First and foremost, it is imperative to safeguard LGBT+ pupils and staff by combating discrimination and violence. The second promotes authenticity and well-being, allowing individuals to freely express their emotive orientation and gender identity. The third initiative promotes a broader comprehension of the legal framework's modifications to LGBT+ rights by implementing awareness-raising initiatives.



“IÉSEG’s signing of L’Autre Cercle’s LGBT+ Commitment Charter demonstrates a strong commitment to fostering an inclusive environment for LGBT+ staff and students. It also pledges to train future professionals to be understanding and inclusive, regardless of sexual orientation or gender identity.”

Coline BRIQUET,

Diversity, Equality and Inclusion Manager

A welcoming and inclusive environment commencing with the admissions examination

In May 2024, a guide to preventing discrimination was issued to all admission examination jury panels. This guide seeks to ensure the application assessment process is stringent and fair, ensuring transparency and non-discrimination at every stage. It includes guidance on the **26 criteria for avoiding discrimination**, with examples of inappropriate questions, recalled before and during the oral sessions. The interview panels consist of two to three members with diverse profiles, including gender diversity and professional diversity. The School ensures that each jury includes diverse representatives: staff members, professors, alumni, student parents, business partners. It should be noted that administrative and academic staff members underwent training on diversity, equality and inclusion in 2023–2024, ensuring that each jury has at least one person trained on the issues of bias, stereotypes and discrimination.



Caroline ROUSSEL, Dean of IÉSEG School of Management and Florian BARATTE, President of the National Federation of L'Autre Cercle, signed the Charter.



TousHanScènes: two awards won

The “TousHanScènes” competition, aimed at higher education students, uses video creation to change how disability is perceived. IÉSEG students, supported by Valérie HERBERT-LECLERCQ, Disability Referral Officer at the School, won **2** trophies in the 12th “TousHanScènes” competition: the School Mobilization Award, rewarding their commitment to inclusion, and the Public Prize for their “As du Volant” video. Four students directed this short film which highlights two disabled athletes in a parabadminton competition. The film struck a chord with the audience through its inclusive approach. The School Mobilization Prize of **€2,000** will help finance future projects around disability at IÉSEG.



Promoting students' mental well-being

On October 10, 2023, for World Mental Health Day, IÉSEG hosted awareness-raising booths on its campuses, providing students with resources to manage stress, anxiety and other mental health issues. The School's partner Apsytude, a network of psychologists, exchanged ideas with around one hundred students. Meditation activities, yoga, a sound trip, as well as “Fit & Smile” and an “Initiation to Sophrology” by [Expl’Aura Boussole](#) were also available.



Mindfulness course by Julie BAYLE-CORDIER, professor.

“Steve MATYJA was with us when we went on stage to collect our prize. It was a very touching and emotional moment that we were very happy to share together. Steve often told us how proud he was of us, but in fact all 6 of us are proud of what we have achieved.”

Andrea ARCAMONE, Djany Samuella BELINGA MVONDO, Mathilde CADO et Marie-Amicie WOLFF
Students in the Grande Ecole Master Program

A Responsible Leader at the service of invisible disabilities

Not all disabilities are visible. To raise awareness about this unknown aspect, Gabriel BASSON, a Master's degree student and Responsible Leader, focused his group's work on the “Handicap and Business” project, aimed at raising awareness among the student community about invisible disabilities. Intended for IÉSEG students and staff, the project is built around the organization of conferences to highlight various aspects of invisible disabilities. On 30 November, the first session focused on “autism in companies” with an address by Lali DUGELAY, author of “Autism is my super power”.



At the IÉSEG Summer University, a panel discussion was held on taking inclusion, diversity and neurodivergence issues into account in the business world.

PILLAR 4

Key performance indicators

Category	Indicators	2018-2019	2021-2022	2022-2023	2023-2024
Gender equality	Gender Equality Index Score	80/100	84/100	89/100	95/100
	Percentage of women among academic staff	39%	41%	48%	49%
	Percentage of women among administrative staff	68%	68%	68%	72%
	Percentage of women on the Executive Committee	20%	27%	36%	55%
	Percentage of women on the Board of Directors	8%	7%	7%	7%
	Percentage of women on the Academic Committee	14%	31%	33%	53%
	Percentage of women on the Research Committee	18%	33%	43%	43%
	Percentage of women among enrolled students (across all programs)	48%	N/A	N/A	49.6%
	Percentage of women among graduates (across all programs)	N/A	N/A	N/A	50%
	Percentage of women among alumni	N/A	N/A	N/A	50.5%
Percentage of women in student association offices	N/A	N/A	N/A	53%	
Equal opportunities	Number of students receiving financial support (internal)	N/A	N/A	771	890
	Number of students receiving financial support (internal and external)	N/A	N/A	1115	1326
	Number of schools involved (junior and senior high schools) in equal opportunities actions	0	4	4	3
	Number of work-study students	N/A	460	550	902
	Number of students involved (junior and senior high schools) in equal opportunities actions	N/A	N/A	70	75
	Number of IÉSEG students involved in equal opportunities actions	N/A	N/A	N/A	17
	Number of Foundation Scholarships granted	N/A	N/A	N/A	120
	Number of the Foundation's individual and corporate donors	N/A	N/A	N/A	195
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 (in all: 2,599)	1397 (in all: 3,998)	1650 (in all: 5648)
	Number of student association leaders who attended a workshop on the prevention of violence, harassment and discrimination	0	98	205	219
Cultural diversity	Percentage of international permanent academic staff	82%	81%	83%	79%
	Number and percentage of international students	N/A	1,558 (26%)	2,200 (29.1%)	1,801 (33.5%)
Health and well-being	Number of students involved in sports associations at the School	N/A	N/A	N/A	267
	Number of appointments with psychologists taken by students	N/A	N/A	N/A	92
	Number of students taking yoga/meditation classes	N/A	102	126	123



ECONOMIC IMPACT

ECONOMIC IMPACT AND FINANCIAL COMMITMENT FOR A SUSTAINABLE FUTURE

IESEG's recent performance has made it one of the top management schools and it stands out by integrating environmental and social responsibility into the core of its strategy. The School is being increasingly recognized as a pioneer through its innovative approach to the economy and the business world, based on healthy, sustainable and ethical principles.

Beyond this global influence, this impact research is carried out in a very concrete way: around its two campuses, the School contributes significantly to the dynamism of its ecosystem. IESEG practices what it preaches when it comes to its own investments, solid proof that this approach can work. In 2023-2024, all the social and environmental actions deployed by IESEG accounted for a global budget of **€2.8 million***.

* Payroll included.

Education and training

The total budget allocated to professional development and continuous training for 589 staff during the 2023–2024 period is **€879 thousand**. Furthermore, **€79 thousand** was allocated to mandatory training in the fields of sustainable development and staff diversity. These funds also facilitated the organization of the Climate Collage workshops, the TASK by Sulitest initiative, and the student engagement week for sustainable development.

A greener campus in Lille

The School's renovation and construction efforts on its historic campus have continued with the delivery of projects that prioritize responsible growth. IÉSEG can now welcome its teams and students to the 30,000 m² campus. [The Vauban 27](#) project, which opened in March 2024 and which required a budget of **€59 million**, offers 11,350 m² of space designed for energy efficiency and urban biodiversity, with **973 m²** of green terraces ([see page 21](#)).



Graduates sought after by recruiters



The CGE's 2024 hiring survey reveals that **94.6%** of IÉSEG graduates land their first job less than four months after graduating. This is a permanent contract in **79.6%** of cases. In addition, nearly three quarters of them were hired even before they had completed their studies. In addition, 19.8% of these young graduates choose to start their careers abroad, with an average annual gross salary of **€45.8 thousand**.



Strong financial foundations for the future

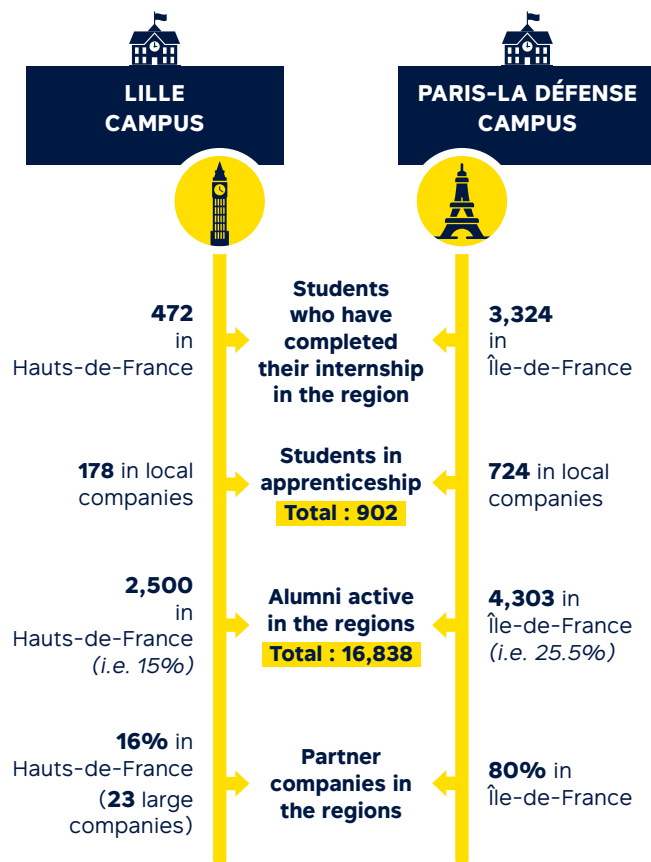
IÉSEG has a solid financial structure to support its future development. In 2024, the School posted **€108 million** in operating income, an operating profit of **2 million** and a net profit of **€0.20 million**. As at 31 August 2024, its cash flow was **€18.40 million**, for a consolidated balance sheet of **€185.80 million**.

37,3%

of IÉSEG graduates (of the Grande Ecole Program in 2024) have a job linked to CSR, whether in its environmental, societal or ethical aspects.

THE IMPACT OF IÉSEG ON ITS TERRITORIES

The School's privileged links with the world of business actively contribute to the economic and social development of the two main employment areas, Hauts-de-France and Île-de-France.



Partnerships...

A historic partnership links the School to the **Cofidis** Group (see page 34), a major regional player. As a sponsor of the IÉSEG Foundation for several years, the group reinforced its commitment in May 2024 with a three-year sponsorship agreement, worth **€300,000**, as part of the Equal Opportunities program.

Various SMEs also collaborate with IÉSEG, in particular through academic projects with a CSR focus: Clinitex, Kiloutou, Mobivia, Rouge Gorge and others join students to work on "People - Planet - Profit" issues. Other organizations, such as Eurasanté, Hubvisory and ID Group, are also involved in initiatives, particularly around marketing and innovation. The School also plays a role in supporting regional entrepreneurship by supporting **20** small companies as part of Bpifrance's "Petites Entreprises Hauts-de-France" program.

...and personalities

The alumni network includes numerous prominent personalities such as Grégory RUSSO (Google), Nicolas MESSIO (Disneyland Paris), Marie GEPEL (Technip Energies), Éric DUBOIS (Estée Lauder France) or Maylis PORTMANN (Engage). IÉSEG also includes successful entrepreneurs such as Thibaud HUG DE LARAUZE (Backmarket).

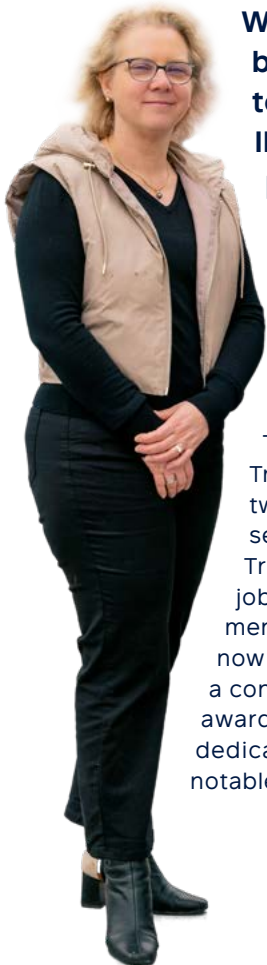


Ophélie VANBREMEERSCH,

PGE graduate 2023, Chairwoman at Lunettes de ZAC

“ Today, Lunettes de ZAC has more than 1,000 collection points, 250 partner opticians and 2 stores, with a total of 300,000 pairs of glasses collected. To date, we have created 10 jobs internally and 14 indirect jobs. Our approach is based on three pillars: the economic, social and environmental impact. As regards the environmental impact, we strive to limit the significant ecological impact of glasses we sell. We therefore favor short circuits to reduce the carbon footprint and use recycled materials to minimize the exploitation of new resources. Socially, we actively integrate people with disabilities into our refurbishing activities – there are 14 currently on our payroll. Finally, I am involved in the Impact France movement, which promotes alternative governance models, where profitability and respect for individuals go hand in hand. We thus support the idea that a company can be profitable and meet environmental and social requirements at the same time. Apart from my work with glasses, I am also involved on a regional level in extending this practice to collect all medical devices.”

AND WHAT IF THE FINAL WORDS WERE “TO BE CONTINUED”?



What lessons can we learn from 2023–2024? What accomplishments can we be satisfied with over the past year, what are the challenges going forward to address the infinitely complex question of the impact of a School like IÉSEG? IÉSEG Dean Caroline ROUSSEL talks about the lessons learned from a particularly intense year, looking back over the past but with an eye turned resolutely towards the future.

Many projects have been carried out this year. How would you assess the past year?

The training for all our teams under the Transition 2026 plan is a major point in two respects: first, due to its scale and second, because of the method chosen. Training 500 to 600 people is a huge job – even for a School! In each department and each service, this foundation is now being translated into a roadmap and a concrete action plan. The Financial Times award, which recognized the intensity of dedication of all participants, was another notable achievement.

The School’s strategy is distinguished by the extensive array of initiatives that are implemented. What is your approach to managing this level of complexity?

What makes us strong is our holistic and cross-functional approach. Reducing our carbon footprint is not only the business of the CSR department: it is also the responsibility of those who oversee international relations, corporate relations, or academic programs. By operating through this network, the complexity is intelligently addressed. Our pragmatic approach is another critical aspect. I strongly believe in small wins, in the same way that I believe more in incentives and empowerment than in constraints and restrictions.

Diversity, inclusion, CSR... These concepts are evolving. How can we stay attentive to the new challenges they bring?

It is imperative that we remain vigilant for weak signals and remain attentive to our colleagues and pupils. New questions are emerging, for example about how to cope

with the issue of well-being and mental health. The suffering caused by COVID-19 has persisted despite the return to business as usual. Consequently, we have concentrated on this matter and implemented the requisite support systems.

We all know important governance is in these areas. Is it important for you to embody this governance?

The Director of Social and Environmental Impact’s membership on the School’s Executive Committee is a testament to the significance of this issue in our strategic priorities. Nevertheless, corporate social responsibility (CSR) is not the exclusive domain of a single individual. The concept is that each department and service within the School should adopt and implement its principles on a personal level.

What message would you like to send to your external partners, from companies to institutions?

A School like IÉSEG has more impact when it works in a network and when it is part of an ecosystem – our graduates play an essential relay role in this. More broadly, we are aware that governments are unable to address all issues; while their regulatory efforts are essential, they are insufficient. Our progress will be facilitated by innovation, impact entrepreneurship, and shared initiatives. In order to convey this message, we require the support of our partners, who already possess a strong conviction in this approach.



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