



LET'S GET ETHICAL

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ALEXANDRE DE NAVAILLES,
General Manager

KEDGE COMMITS FOR THE COMMON GOOD

— As a responsible and committed school, we consider that our mission is to give current and future leaders the means to adopt ethical, innovative and inclusive approaches. We support the creation of new solutions to solve global challenges and change the behaviour of companies and people, towards a fairer and more resilient world. Acting for the common good is a goal deeply rooted in our roots and our DNA. The school's CSR strategy serving this mission joins forces with the 17 Sustainable Development Objectives of the United Nations. In this special year of pandemic and transformation, we are more aware than ever that adaptation requires time, support and pedagogy.



ANIL BENARD DENDÉ,
Deputy General Manager

MEASURING OUR IMPACT

— KEDGE is responsible for measuring and improving the social, economic and environmental impacts of its activity. To encourage and enhance the value of its actions, the school has created KEDGE ImpaKt, the laboratory for positive impact actions. Whether the projects are carried out by our researchers and professors, by our employees, our students, our graduates or our partners, they contribute to one objective: to build a community that acts for the good of society and enriches its ecosystems. In this 10th sustainable development report, the school reports on its actions, successes and difficulties as well. Above all, it highlights the commitment of all to build a positive and optimistic future for the new generations of managers.

14,800
students

695
employees

172
permanent
professors

70,000
graduates
throughout
the world

Nearly 700
partner
companies

SUSTAINABLE DEVELOPMENT OBJECTIVES: 2030 HORIZON

The Sustainable Development Goals (SDOs) are the international roadmap. Since their adoption in 2015 by the 193 member states of the United Nations, KEDGE has been working on their implementation and coherence in the school strategy.



OUR COMMITMENTS AND STANDARDS

The school's CSR (Corporate Social Responsibility) approach is voluntary systemic, combining "excellence & coherence". Our references and commitments are based on recognised networks. They structure our strategy.

GLOBAL COMPACT



In 2005, the school has signed and adopted the fundamental values and the principles of the UNGC. This chart is related to the fields of human rights, labour standards, the environment and the fight against corruption.

HESI: A KEY INTERFACE



Driven by the school and carried by several UN entities (UNESCO, PRME, UNDESA, UNEP...) during the Rio+20 summit, HESI is a real milestone in the recognition of the intrinsic responsibility of higher education institutions. Key interface between the academic world and the UN agenda, its vocation is to advance education to sustainable development in higher education.

LABEL DD & RS



The Green Plan is the reference of "Development Sustainability" in French superior education. It is both a self-diagnostic guide and a dashboard, as well as a strategic guide for the actions of the institutions. Since 2014, it serves as a basis for the DD & RS label obtained in 2019 by KEDGE.

SIX PRINCIPLES FOR RESPONSIBLE EDUCATION PRME

For more than ten years, the school has been following the progress in the implementation of its sustainable development strategy in line with the six principles for managing responsible education supported by the United Nations (UN PRME).

SULITEST



Incubated and supported by the school in 2014, the Sustainability Literacy Test (Sulitest) has been created to help superior education institutions, companies and organisations to structure and evaluate their approach to deploying a culture of sustainability. In 2017, Sulitest was recognised as a contributor to the revision of the 2030 Agenda of the United Nations, on the occasion of the High Level Political Forum. The school, very invested in Sulitest, has made it part of students journey, serving as a training and evaluation tool to sustainable development. Starting this year, more than 5,000 KEDGE students take the test every year at the intake and at the end of the course.



CONTRIBUTE TO THE EMERGENCE OF AN ENLIGHTENED SOCIETY

— What makes KEDGE unique is its systemic and global approach in the constant search for excellence and coherence. Being a key player in the emergence of an enlightened society requires a clear vision, a shared will, resources and skills, monitoring indicators and an action plan. Since 2007, the school has been writing its CSR strategic plan and organising its deployment around five axes (strategy & governance, teaching & training, research, environmental management, social policy).

KEDGE IMPAKT

— The dynamism of the community and the diversity of projects have made the school a historical player in sustainable development and CSR in the academic world. It has also made more complex communication and promotion of its commitments, covering a multitude of topics. This is why KEDGE is now adopting a new marker to communicate on its actions: KEDGE ImpaKt. The school is also restructuring and expanding its network of referents, which is becoming a labo-

ratory incubating pilot projects that it helps to grow. KEDGE ImpaKt makes it possible to federate the school's growing number of CSR players.

KEDGE, A MAJOR PLAYER IN EDUCATION FOR SUSTAINABLE DEVELOPMENT

— If the school has become a recognised player for its actions, it is also recognised for its contribution to the modelling of the social responsibility of higher education establishments within the UN bodies. The Sulitest is a tool for measuring knowledge initiated by KEDGE. It is now one of the tools used to monitor the Sustainable Development Goals (SDGs) and one of the 17 outstanding initiatives in the in the United Nations partnership for the SDGs. For the past four years, the school has four years at the HLPF (High level political forum) the annual Sulitest report at the UN headquarters.



PRME

PRINCIPLE 1: OBJECTIVE

We will develop students' capacities to become future sustainable value generators for business and society as a whole and to work towards an inclusive and sustainable global economy.

JEAN-CHRISTOPHE CARTERON, Director of CSR



"KEDGE has been deploying a CSR strategic plan for more than ten years, now called "KEDGE ImpaKt", which aims to ensure the excellence and coherence of the projects we carry out. Society in general, young people and the higher education sector in particular take

up the subject, and our network of impakteurs acts to develop our positive contribution to Society."

KPI OBJECTIVE 2025

4/5

Level "transforming"
to Positive Impact
Rating (PIR) by 2025.

SOME ACHIEVEMENTS IN 2019-20

SDSN FRANCE BIRTHDAY

KEDGE hosted, on its Paris campus, the first anniversary of SDSN France (Sustainable Development Solutions Network), of which the school is one of the founding members. SDSN is an international network under the banner of the United Nations, working to mobilise global scientific and technological expertise for sustainable development. This day was dedicated to SDOs (Sustainable Development Goals) and addressed the topics of "good practice to systemic change" and, more specifically, "scaling up solutions that contribute to achieving SDOs". Guest of honour for this day: Prof. Jeffrey SACHS, founder and director of the SDSN and director of the Center for Sustainable Development at Columbia University.

HUMANISING PROGRESS

As a partner of Entrepreneurs of the Future for several years, the school actively participated in the tenth anniversary of the Entrepreneurs' Parliament which took place in January 2020 at the OECD on the theme "Humanising Progress". The Parliament of Entrepreneurs of the Future is an event that brings together economic, political, scientific, cultural and social actors who aspire to and work for a better world. The ambition of the event is to accelerate the emergence of sustainable progress, of an economy at the service of men, the planet and society with a forward-looking and transformative vision for 2030. KEDGE, as the only academic partner, has joined this event with the participation of students, professors, staff and graduates of the school, who were widely present in the round tables and debates of the parliament.

MANIFESTO FOR AN ECOLOGICAL AWAKENING

As part of the CANDRIAM Finance Reconsidered Chair, KEDGE received, in January 2020, two spokespersons from the *"Pour un réveil écologique"* collective. The collective is at the origin of the eponymous Manifesto launched in 2018. It brings together more than 30,000 signatory students and 400 universities and schools. After sharing their visions with many political and economic decision-makers, the two student spokespersons of the Manifesto came to KEDGE to continue the reflection with all the stakeholders of the school (management committee, teachers and students) and to open a forum for discussion on ecological and climate emergencies.

KEDGE is committed to the values conveyed by The Manifesto by integrating climate and environmental issues into training courses and company missions.

KEDGE AT THE UNITED NATIONS

Aurélien Decamps, research professor at KEDGE, and Jean-Christophe Carteron, Director of CSR, took part in a week of reflection and work at the United Nations headquarters in July 2019 as part of the High Level Policy Forum. This marathon week, dedicated to the commitment to the sustainable development of higher education, led them to present, among other things, the work carried out in collaboration with UNEP Education (Youth and Education), the annual review of Sulitest and to participate in the launch of the SDG Learn platform (Sustainable development goals). They also moderated the first panel at the annual conference of HESI (Higher Education Sustainability Initiative) and organised a Sulitest quiz on SDGs (Sustainable development goals). Finally, they took advantage of this week to attend the Global Alliance presentation on trends in the integration of SDOs in higher education and collaborated in the International Green Gown Awards ceremony.

WORK IN PROGRESS

THE SULITEST IN THE NATIONAL ASSEMBLY

On the occasion of the anniversary of the Sustainable Development Goals (SDOs), Sulitest was invited to the National Assembly in October 2019 by the Northern MNA Jennifer de Temmerman, who is in charge of the working group on SDOs in the hemicycle. An ODD quiz was led by the Sulitest team of the school with the deputies. The reception was cordial, the MPs were very interested and agreed to take part in the exercise. The next step will be to circulate the test to all MPs and their staff so that our elected representatives, whatever their etiquette, can master the fundamentals of CSR.



POSITIVE IMPACT RATING

— The Positive Impact Rating (PIR), developed for business schools, is the benchmark assessment students do on the impact and positive influence of schools on society in relation

to the UN 2030 agenda and the Sustainable Development Goals. It aims to measure the schools' contribution to solving societal challenges and to be a lever for

change and transformation in the business school landscape. The PIR was initiated by a group of business school experts, including KEDGE, and was founded in cooperation with NGO partners.

The PIR concept was developed in a multi-stage prototyping process involving a group of academics, students and international business schools. Data collection is organised by student associations who disseminate a survey within their own schools. The overall PIR level of the business school is positioned according to student responses in three main areas of institutional action and seven dimensions: energising (governance & culture), educating (programme, learning method and student engagement) and to engage (the institution as model and public engagement).

The school is then evaluated on a scale from 1 to 5: beginning (1), emerging (2), progressing (3), transforming (4), pioneering (5).

— The 2020 edition of the PIR was launched at the World Economic Forum thanks to committed students. 51 business schools, from 22 countries and on the 5 continents, were thus evaluated by their students. In order to ensure that the PIR captures the voice of young people in each school, the distribution of the questionnaire is led by international student organisations.

— KEDGE students ranked their school at level 3/5 "progressing" for its overall commitment, placing it among the top 30 schools evaluated. The collaborative approach of the Positive Impact Rating is in line with the CSR strategy chosen by KEDGE, which will use the PIR as a lever for action.

The school has set itself the objective of reaching level 4 "transforming" in 2025, and thereby joining the top ten ranked schools worldwide.

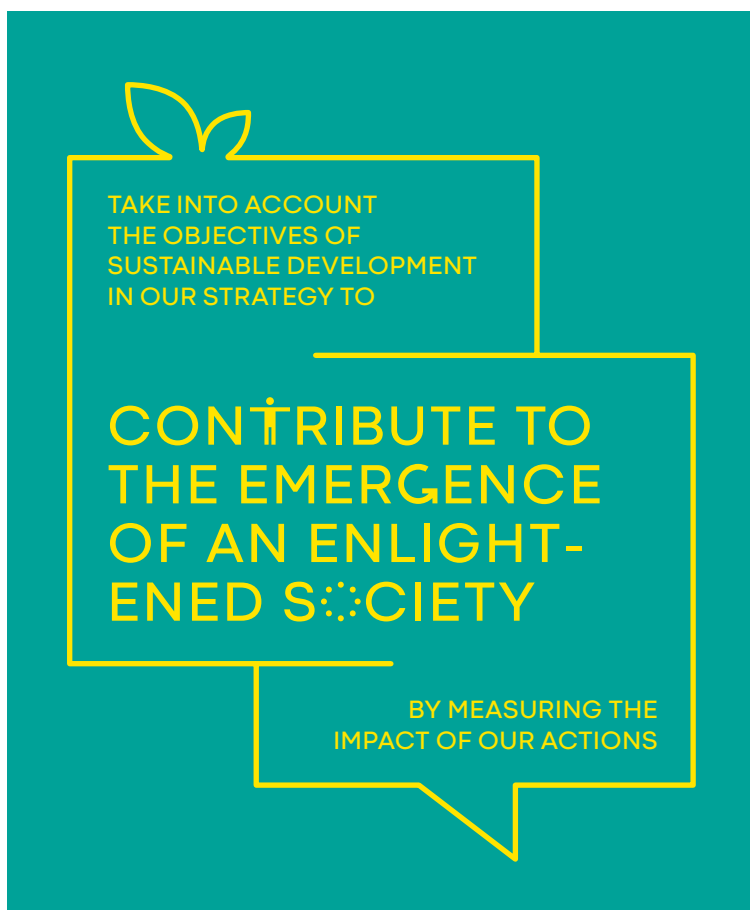
2020, A YEAR LIKE NO OTHER

In March 2020, like many organisations, KEDGE had to cope overnight with the introduction of teleworking for its 695 employees and reorganise courses for more than 14,000 students entirely remotely to meet the lockdown measures. As early as April, the Human Relations Department and the CSE (social and economic committee) conducted a survey among

employees to assess the impact of the lockdown on the daily organisation, working conditions and employees' feelings. After restitution, the first results of the interviews of proximity were carried out by the HRD to support certain employees affected by lockdown.



KEY INDICATORS



28

representations of KEDGE in the governance or CSR working groups of local, national, international networks, e.g. Onet foundation, Parc National des Calanques, SDSN France, Circes, UN HESI, PRME, GRIL, Sulitest... (=2018)



€150K

global annual budget dedicated to the steering of the DD&RS strategy. (↑2018)

1/3

OF PROJECTS INCUBATED

in our support structures for entrepreneurship are specifically focused on environmental and/or social issues (25/87 projects) (new indicator).



6.8

full-time equivalents are allocated to the institution's DD&RS strategy. (↑2018)

11

INTERNATIONAL TRANSVERSE WORKING COMMITTEES

and networks integrating the DD&RS: campus life and catering committee, network of CSR managers in student associations the "Care Lab", ODD committee and faculty, Handikap network... (↑2018)

70

COMMITTED EMPLOYEES

volunteers in one of our support schemes (Wellness: 19, Reporting: 11, HandiKap: 40). (↑2018)

TRAINING RESPONSIBLE MANAGERS

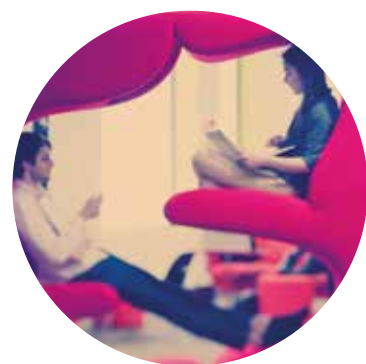
— For Vincent Mangematin, dean of the faculty and director of academic affairs at KEDGE, the transition towards sustainable development implies that everyone can be an actor, either through innovation, leadership or the creation of new products or markets. Through its research work, its commitment to ecosystems, its pedagogy and the dynamism of its student associative life, the school prepares future graduates to meet the needs of tomorrow's businesses.

— KEDGE's responsibility is not to train sustainable development directors, although some students may become one. The school must give future decision-makers or entrepreneurs all the elements to integrate sustainable development as a key success factor in their personal and professional lives.

OUR PEDAGOGICAL TOOLS

—To achieve this, all our programmes include at least one course dedicated

to the sustainable development and addresses the theme in a transversal way in courses. A CSR major has emerged in 2019 for those who want to go further and specialise. A group of work is underway to integrate the sustainable development issues in all the courses. In addition, the school also relies on its standards, which are the true pillars of pedagogy that have demonstrated their efficiency for many years. Thus, the Pro-Acts (project action) enable all students to live a transdisciplinary experience and to develop "non-academic" skills. At the same time, the Be-U development system develop and value soft skills. Finally, the Career Centre fosters relationships with professionals and, in particular, recruiters through several events that punctuate the year. The courses, the experiential, pedagogical and support tools offered to students allow them to become graduates that give meaning to their professional and personal lives and are committed for a more ethical world.



PRME

PRINCIPLE 3: METHOD

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

CÉDRIC GHETTY,

Associate Dean for Pedagogy and Programmes



"We work, in all our programmes, on the concepts and tools that enable our students to engage with and understand the contemporary world and the challenges of sustainable development. By experimenting as part of their training, our students become aware of the necessary transformations, conceive and carry out projects for a better world."

KPI OBJECTIVE 2025

100%

Sulitest and Inclusiveness
certified students.

SOME ACHIEVEMENTS IN 2019-20

ME, WE, ALL OF US

At the start of the 2019 school year, KEDGE has proposed to the 1,000 incoming students from the Programme Grande École a new seminar format: the Induction Week. This seminar, designed with 3 axes in mind (ME, WE, ALL OF US), made it possible to initiate a process of reflection and action enabling students to:

- connect to themselves (ME) by experimenting with development tools staff;
- connect with others (WE) by living in experiences between students, administrative staff, teachers;
- connect to the world (ALL OF US) in understanding the issues humanity faces and being inspired to act.

The week was structured into highlights: an opening and inspiring conference on the theme "How to become a responsible leader" and a series of Be-U workshops on personal and professional development. They took part in a "Fresco of the Climate", a fun and participatory workshop on climate change. Finally, students have taken an ambassador role for a one day period and took part in a UN simulation, organised by the student association SimONU. This was an opportunity for them to share their values, to reflect on their commitments and to become aware of the responsibilities of everyone on the issues of tomorrow.

CSR MAJOR

All KEDGE programmes and curricula include a sustainable development component. Since the start of the 2019 academic year, a full-fledged major of the Grande École Programme, on the two Bordeaux and Marseille campuses, in French and English, is specifically dedicated to this expertise. Business ethics and corruption prevention, circular economy, management of the common good and social and solidarity-based organisations, change management... are all covered in this major. As part of this programme, Professors Breeda Comyns and Julien Hanoteau also organised a climate negotiation game, coinciding with the United Nations Conference on climate change (COP25): new serious game tools that put students in concrete situations and facilitate the understanding of major issues.

BE-U

Be-U is the students' personal and professional support system at KEDGE since 2004.

More specifically, it guides the student throughout their education, with three main focuses:

Being (self-knowledge, definition of one's project professional according to its values and aspirations), Living (putting skills into practice and confronting them with reality, via the Pro-Acts and internships), Becoming (construction and launch of a professional project). Since September 2019, Be-U has been supported by a new development and valorisation soft skills tool: the Be-U platform. With the help of an initial course, student discover soft skills, of which the development and mastery are considered essential by KEDGE. By expressing aspirations, it defines the soft skills that will have to develop as a priority. A follow-up throughout education allows to build bridges with the course offer and its experiences: Pro-Acts, internships, international, social commitment...

The system values students who take initiatives, entrepreneurs, and takes into account their societal and environmental impacts, in line with their personal values. To discover the Be-U platform and students' books: <https://be-u.kedge.edu>

WORK IN PROGRESS

SDSN-LABELLED COURSES

With the support of SDSN France (Sustainable Development Solutions Network), KEDGE has launched a process of labelling its courses for the integration of the UN SDGs (Sustainable Development Goals) by 2030. The basic economics course of The Grande École (MIM) programme of Laurence Le Poder, professor of economics at KEDGE, has been totally redesigned with a differentiating approach. It is the first to have received the SDSN label. In this course, students follow an economic path that enables them to understand the challenges of the 21st century based on three key principles: pluralism, justice and sustainability: Keys to understanding the world and a necessary prerequisite for acting with awareness.

FOCUS



2025 OBJECTIVES

ODD GROUP AND FACULTY

— The SDO and Faculty Group (UN Sustainable Development Goals), created in 2020, has set itself an ambitious goal: to spread, by 2025, SDOs in all courses in order to enable students to better perceive the societal, social and ecological impacts related to each discipline. In complete synergy with KEDGE's mission, the group of about thirty professors, the CSR department

and students, has initiated a movement within the teaching staff to train students to environmental and societal contexts so that they become actors of the transition.

THE IMPACT ON EDUCATION

— There is already a community of teachers declining SDOs in their research and teaching on all programmes within the faculty of KEDGE. They are developing these themes through the basic courses and a large number of specific modules.

The ODD commitment is also applied beyond the course in the student experience, promoted through Pro-Acts (projects students), whether individual or in associations (more than 200 Pro-Acts are directly linked to SDOs, 100% of the associations have integrated at least one SDO and 20% of associations are directly linked to one or several SDOs).

THE IMPACT ON THE COMPANY AND ECOSYSTEMS

— Facing the immense challenges of the 21st century: global warming, a vertiginous drop in biodiversity, pollution, depletion of natural resources, increasing inequalities... and the interdependence of these elements as well as the complexity of implementing solutions, the ODD and Faculty also want to support companies. They aim at exchanging and co-constructing with them and to encourage changes in the ecosystem to make it more resilient. The development of CSR, in particular, has enabled the school, in just a few years, to participate in national and international projects that are gradually contributing to global adoption of sustainable development in the sector of higher education. The school continues its efforts in this direction.

2020, A YEAR LIKE NO OTHER

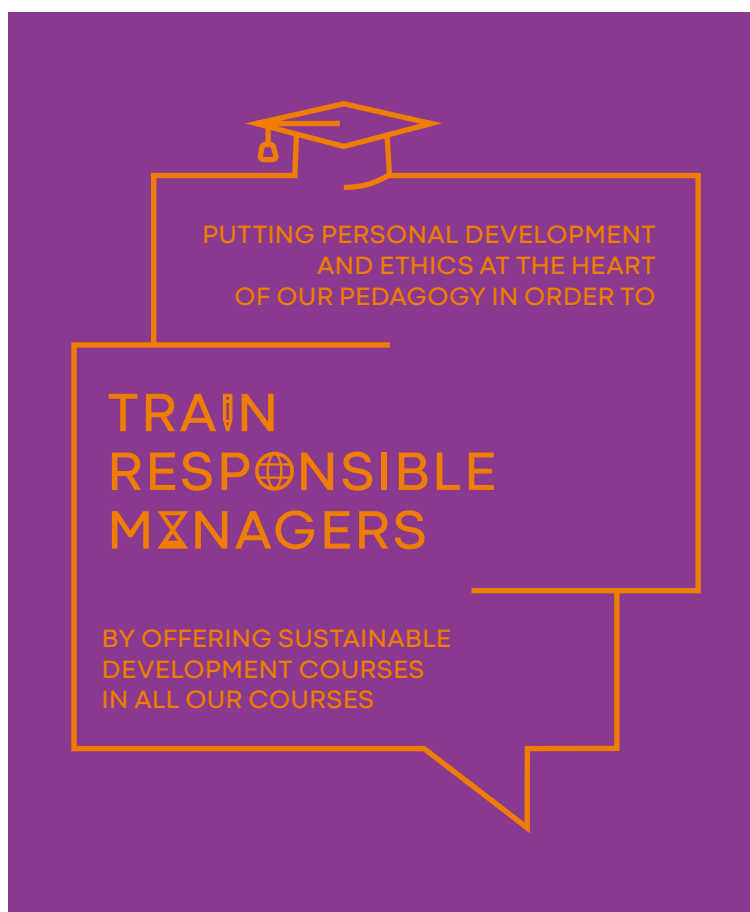
"KEEP IN TOUCH WITH YOU"

Due to the March lockdown, many students lost their activity as their internships got suspended. In response to this unusual situation, the school offered MS & MSc students online access to a programme of content and news animated by several of our professors. About 10 teachers took part in a

series of weekly meetings in April and May. 500 students followed this pedagogical device with, as a starting point, a 45-minute conference led by an expert teacher in a webinar. The dynamic rhythm of 30 minutes by teacher's speech offered a large amount of time dedicated to exchanges between the participants and the facilitator.



KEY INDICATORS



30%

of the internships are dedicated or linked to DD&RS issues. (↑2018)



85%

of graduates report in the annual survey sent to them that they regularly apply the principles of responsible management. (↑2018)

10,634

HOURS OF INDIVIDUAL COACHING (Career Centre) and collective (Pro-Act) were provided, i.e. approximately one week of coaching per student. (↑2018)

25%

of students were involved in initiatives and Pro-Acts with DD&RS criteria. (↑2018)



5,596

students took the Sulitest at the beginning of the school year. Sulitest is a degree requirement in 100% of the programmes. Students take it at the beginning and end of their studies. (↑2018)

100%

programmes in initial training integrate DD&RS issues in a mandatory way. (=2018)

54

UNIVERSITIES/282, or the number of academic partners located in emerging countries (BRICS/MINT/CIVETS/PPICS). (↓2018)

INVENT THE WORLDS OF TOMORROW

— KEDGE has made academic research and development of its expertise a major focus of its strategy and the growth of its activities. Our faculty produces research of excellence that positions the school among the leaders in Europe in academic management research, with research production conducted in close collaboration with companies. KEDGE ambition is to see the skills and know-how of its professor-researchers reflected both in teaching and content, as well as in the practices of companies and all economic and social players. With its centre of excellence for sustainable development, KEDGE conducts interdisciplinary research on the socio-economic and environmental impacts of organisations at different levels of analysis. But what makes the specificity of the school is that its faculty, which brings together nearly 200 professors, also integrates sustainable development issues in a transversal way into the work of other centres of excellence (supply chain, marketing and new consumption, food, wine & hospitality) and centres of expertise (health & innovation, reconsidered finance, creative industries & culture).

THE PLAYING FIELD OF OUR RESEARCH IS INTERNATIONAL

— The output of our research is not only defined by the publication of academic articles, even though our researchers are prolific in this area. The expertise of the teaching staff is also disseminated through the conferences organised, through contracts with companies or through the publication of specialised books or manuals, case studies.

The impact of the professors' productions are already internationally recognised for their fields of expertise. The quality of our research stems from the skills of our professors and their unique backgrounds. Their intellectual contributions are part of a continuing quest to drive science forward and support the success of the various stakeholders of the company.



PRME

PRINCIPLE 4: RESEARCH

We will conduct conceptual and empirical research to better understand the role, dynamics and impact of business in creating sustainable social, environmental and economic values.

RALF BARKEMEYER AND FANNY SALIGNAC,
Co-directors of the centre of excellence for sustainable development



"The Faculty of KEDGE is now recognized through, in particular, its centres of excellence and expertise. By working and collaborating in a transdisciplinary manner, we create knowledge and train future leaders for sustainable business practices."

KPI OBJECTIVE 2025

1

centre of excellence is dedicated to CSR and each centre of expertise houses a project or research chair in the field of CSR.

SOME ACHIEVEMENTS IN 2019-20

AWARD-WINNING RESEARCH PAPERS

The first prize of the 13th edition of the Best finance dissertation, awarded by the French Association of Corporate Treasurers (AFTE), was won by Anne-Laure Lombard, student of the Grande Ecole Programme, with a thesis devoted to "The place of ethics in the banks since the financial crisis". A brilliant success that confirms the high level of and the quality of the finance courses provided by the school, particularly on responsible finance.

KDLAB: SUSTAINABLE DESIGN LAB

The KDLab is headed by Professor Susana Paixão-Barradas and is composed of all the teachers at KEDGE Design School. It brings together all their intellectual contributions. Its production is based on the model of the FAB classification (Findelli, 2004) which defines three classes of design research: research for, about and by design. The objective is to focus on the design of new solutions (products, services...) through local resources (human and material) to promote cultural values and develop territories.

THE CONSUMPTION CHAIR RESPONSIBLE AUTHORITY

Last March, in partnership with Vin & Co. Society, the responsible consumption chair organised a prevention campaign called "Responsible Drinking Month". At the same time, a two-part survey before and after the campaign was broadcast to all the students of the school in order to get to know better their alcohol consumption habits and its evolution in a context of social distancing. The results are being analysed and the campaign has a vocation to be renewed every year at KEDGE and beyond.

GOVERNANCE OF PUBLIC PROCUREMENT

A joint research project was initiated between KEDGE, represented by Professor Julien Hanoteau, and the Catholic University of Parahyangan, Bandung, Indonesia. Its objectives: to analyse the implementation and progress of anti-fraud and anti-corruption policies in public procurement procedures in Indonesia. Quantitative and qualitative methods, inclusion and promotion of Sustainable Development Objectives are used to analyse public procurement. This project, associated with the NGO Indonesia Corruption Watch,

is financially supported by bilateral cooperation between the French Ministry of Foreign Affairs and the Indonesian Ministry of Research.

ALPFOODWAY PROJECT

As part of the launch of the French presidency of SUERA, the European Union's strategy for the Alps in February 2020, Professor Diego Rinallo took part in the round table discussion "Which short routes for agricultural and forestry products from the Alpine region?". He is a partner in the AlpFoodway project and member of the steering committee for the UNESCO candidature of the Alpine food heritage. Alpfoodway highlights the know-how of this local economy, which has always been based on very up-to-date processes: collaborative and circular economy, short cycles, responsible production and consumption. AlpFoodway demonstrates that with the enhancement of heritage alpine food, most of the alpine Objectives of Sustainable Development of the United Nations will be reached by 2030 on this territory.

WORK IN PROGRESS SOCIAL BUSINESS

In October 2019, at the invitation of the KEDGE professor José Carlos Suarez-Herrera, the school hosted the professor Muhammad Yunus, founder of the Grameen Bank and Nobel Peace Prize 2006, for an exceptional conference entitled "Bringing Social Business to your Campus", organised in partnership with the Yunus Paris Centre and the student associations Unis-Terre and Clepsydre. Nearly 1,000 students on our campuses and 25,000 people on social networks have shared the Nobel Prize winner's vision for an economy to three zeroes, which echoes KEDGE's strategy for the development of entrepreneurial social projects: zero poverty, zero unemployment, zero carbon emissions. The school has applied to create a Yunus Social Business Centre within its premises and thus join a worldwide network of more than 80 universities and academic institutions in the world.

FOCUS



CENTRE OF EXCELLENCE FOR SUSTAINABLE DEVELOPMENT

— **KEDGE's Centre of Excellence for Sustainable Development conducts interdisciplinary research on the socio-economic and environmental impacts** of organisations at different levels of analysis.

With 22 academics and 5 PhD stu-

dents, it is one of the largest European research and higher education centres dedicated to sustainable development.

— Its members are researchers specialised in areas such as that the integration of aspects of responsibility in commercial strategies, decision making, measuring and monitoring performance, communication and reporting on CSR among others. The researchers identified twelve areas of research, including anti-corruption, sustainable development education, circular economy, societal change, sustainable entrepreneurship among others.

— The centre has developed partnerships with businesses and these collaborations have in common to generate useful and usable knowledge and to help companies to grasp concrete issues. In particular, it draws up tools such as codes of conduct and other systems for reporting, helps to build the carbon strategies, sup-

ports companies in their implementation compliance with environmental regulations.

— The centre of excellence also participates, through its researchers, in nearly one ten seminars, conferences and international workshops a year on sustainable development issues. These can lead to establish diagnoses of products or holdings, recommend changes to perpetuate and develop the activities, produce memoirs of applied research, some of which are presented at international conferences in the field and, sometimes, published in specialist magazines. They are stakeholders in this international researchers network and contribute through their work to the school's influence.

2020, A YEAR LIKE NO OTHER

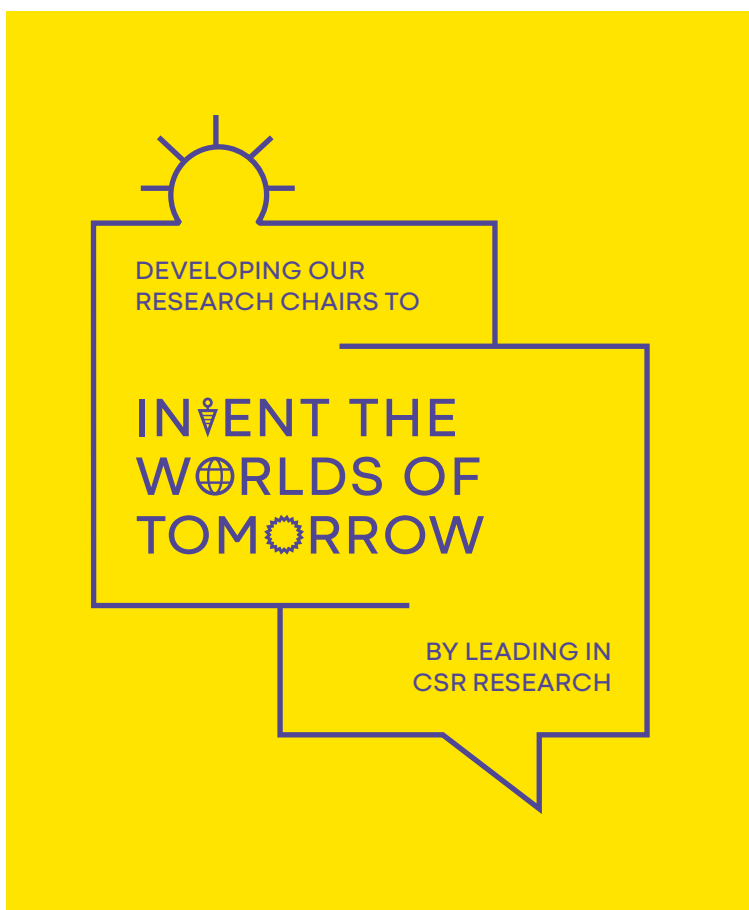
KEDGE INSIGHTS

Since March 2020 and the Covid-19 crisis, nearly 60 articles, interviews and podcasts from our experts have been broadcast. Health, art and culture, food and consumption, economy and finance, corporate governance... so many subjects impacted by the pandemic that our researchers have deciphered to offer their specialist analysis.

Most of the publications are available on the KEDGE Insights platform, which groups the output of our research professors by theme (supply chain, health and innovation, finance, marketing, food, wine and hospitality, creative industries and culture, development sustainable). A dynamism that reflects the excellence of our faculty.



KEY INDICATORS



13

international networks with which our professor-researchers collaborate or co-pilot: Responsible Investment Forum, European Association of Environmental and Resources Economists, Academy of Management, Group for Research on Organizations and the Natural Environment, Corporate Responsibility Research, etc. Conference, IABS (International Association for Business and Society), POCFIN... (=2018)



140

research projects/memoirs dedicated or related to DD&RS carried out by students. (↓2018)

50%

of research professors have published on a subject dedicated or related to DD&RS. (↑2018)



€620K

is the annual amount of fundraising for research projects related to DD&RS, i.e. 60% of the total amount of research (new indicator).

4

CHAIRS, 2 European Projects and 8 transdisciplinary research projects related to DD&RS are carried out by our researchers. (=2018)



ENCOURAGING EQUAL OPPORTUNITIES/ TREATMENT

— As part of its social policy, KEDGE is developing three main areas of work: student support, human development of its employees and, finally, training and support for future graduates and companies facing social challenges. Based on these three pillars, the school is building a project which will have, for the coming years, the challenges of the disability, gender parity and social openness as a priority. The school, which is already very committed to these three themes, is determined to be more ambitious and has made the fight against inequality and discrimination a major issue.

STRUCTURED MEASURES ALREADY IN PLACE

— To achieve this, KEDGE will rely on various existing tools and relays. The HandiKap network, in operation since 2014, now includes more than 40 referents mobilised to facilitate the journey of people in a situation of disability. The Wellness system accompanies students in their everyday life since 2011 and includes a daily support cell composed of trained volunteer

staff and psychologists. The "reporting" cell, created in 2018, is dedicated to situations of harassment, sexual assaults, sexist or homophobic issues. To ensure a genuine parity of treatment between women and men, KEDGE allocates a specific equality/diversity budget. The school also acts on its territories to support equal opportunities from secondary school onwards and to open the doors to higher education more widely. The KAP (KEDGE Access Programme) is designed to combat social and financial barriers to access to training.

At KEDGE, we believe that the aspects of well-being, inclusiveness, personal development, a sense of work/personal life balance contribute directly to overall performance of the organization. There is no doubt: human must be at the heart of the organisation.



PRME

PRINCIPLE 2: VALUES

We will integrate the values of global social responsibility into our academic activities, courses and organisational practices, as described in international initiatives such as the United Nations Global Compact.

CHRISTOPHE HERMANN, Head of Human Resources



"Our primary mission is to train the managers of tomorrow. We also want our employees to be able to grow on a human and professional level throughout their career. We are convinced that bringing out human wealth in all its diversity enables financial sustainability and generates sustainable social results."

KPI OBJECTIVE 2022

Creation and monitoring of an inclusiveness index.

SOME ACHIEVEMENTS IN 2019-20

INCLUSIVITY

KEDGE's research in the field of inclusiveness is particularly dynamic and a dozen of teacher-researchers from the school have developed expertise in the following fields of gender equality and gender issues. For more than ten years, for example, Professor Virginie Martin has been teaching a course on "Gender studies" and "Gender, power and management". Courses of law and management as well as of companies law, given by Professor Clementine Bourgeois, deal with the themes of harassment and the principles of non-discrimination. The course "Culture and Innovation" proposes a class on alternative cultures and LGBTQ+ culture taught by Professor Diego Rinallo who, in the MSc International sport & event management, also addresses the issues of machismo, homophobia and transphobia.

DISABILITY MANAGEMENT

Professor Elizabeth Franklin-Johnson has created the "Disability Management" course, developed in association with Volkswagen France, in which it recalls and questions the place of disability and people with invisible disabilities within the company. She also co-leads with Professor Katia Richomme-Huet the management chair and has developed a certificate with the ambition to train future managers to greater inclusion of people with disabilities in organisations.

COMMITTED STUDENT ASSOCIATIONS

The topics of inclusiveness are very present in the associative life of the school. Equality of opportunities, gender parity, disability, interculturality, local and international solidarity, support in the territories of people in difficulty, awareness-raising actions, prevention... Our associative student network is one of the most dynamic in France. 61 associations on three campuses contribute to solve major social issues defined in the Objectives of Sustainable Development (SDO) of the UN.

QUALIOP

Last June, KEDGE obtained the Qualiopi certification, a new certification that assesses the quality of service providers in the context of vocational training. The school received very favourable conclusions from the auditor, among other things on the quality of the

services provided to the beneficiaries and, in particular, to those with disabilities. This is a great recognition for the school, its commitment to disability and its Handikap system.

KEDGE ENTREPRENEURSHIP SOLIDARITY

Each year on campus, 80 creative projects are supported by the school's incubators, and many of them socially contribute to the Sustainable development objectives. This is the case for of Mon Émile incubated at the Business Nursery. Launched by Émile Brin, Master's degree student in management innovative health structures and activities, the project wants to make age the best pretext for a second youth. It is estimated that more of 1 million people over 60 years of age are isolated in France and, since the beginning of the Covid-19 epidemic, support for senior citizens has become a material and social emergency. Emile then launched a solidarity-based system enabling to request free assistance for seniors to seek help for basic necessities. Beyond the period, Mon Émile will remain active to meet the needs of the senior residences, its first purpose. The solidarity strand will be based on a network of volunteers to provide direct support and break the isolation of senior citizens.

WORK IN PROGRESS

ENTREPRENEURIAL SCHOOL

KEDGE, one of the 10 "Business Schools Champions of Entrepreneurship" according to the magazine Forbes, aims to develop the entrepreneurial skills of young people from priority neighbourhoods. Thus, 20 young people less than 30 years old, with a project to set up a business, will be integrated from the start of the 2020 school year in a three-year training course called "Entrepreneurial School", with the support of public and private partners. This scholarship is financed by sponsors in order to cover the costs of education, and the monthly living expenses will be offered to student entrepreneurs who will be able to devote themselves fully to their project in a secure course. The first promotion will be welcomed on the Marseille campus in November 2020, before opening in Paris and Bordeaux.



SOLIDARITY AND FIGHT AGAINST PRECARIOUS SITUATIONS

— As a player committed to the **solidarity and well-being of its students**, KEDGE has set up tools for support and guidance for students for many years. The school has made it a priority to fight the precariousness and the poverty of its students, a strong axis of its social policy.

The Wellness support and assistance to students at KEDGE helps students encountering personal, financial, health difficulties... The Wellness team, composed of paid volunteers and psychologists, is present on all of the school's campuses and is available to listen to the students, then orientates them according to the needs, financing (system of financing) KAP, scholarship, solidarity fund, housing), but also food aid with the provision of food parcels, social assistance or psychological follow-up.

The year 2020 has seen the following problems of precariousness increase with the health and economic crisis. Normally allocated €20K per year, the solidarity fund, thanks to the mobilisation of the KEDGE Foundation and the school, has been able to release an additional €100K of emergency funds in one-off aid aimed at facilitating the living conditions of students. The Wellness teams were also mobilised to help students who encountered situations of isolation, anxious states, and difficulties

to adapt student life at a distance during the lockdown.

LEARNING

— Furthermore, KEDGE has decided, this year, to add 30% of its seats in work/training. This system makes it possible to combine theoretical training at school and practical training in the company, to acquire professional experience and to benefit from a financial support. This will provide financial support to twice as many students for the coming year. The school has coordinated all its community to enable the smooth student life and ensure the best conditions for the follow-up of its students during this period, while at the same time giving top priority to protection of the health of all and solidarity with the most vulnerable.

2020, A YEAR LIKE NO OTHER

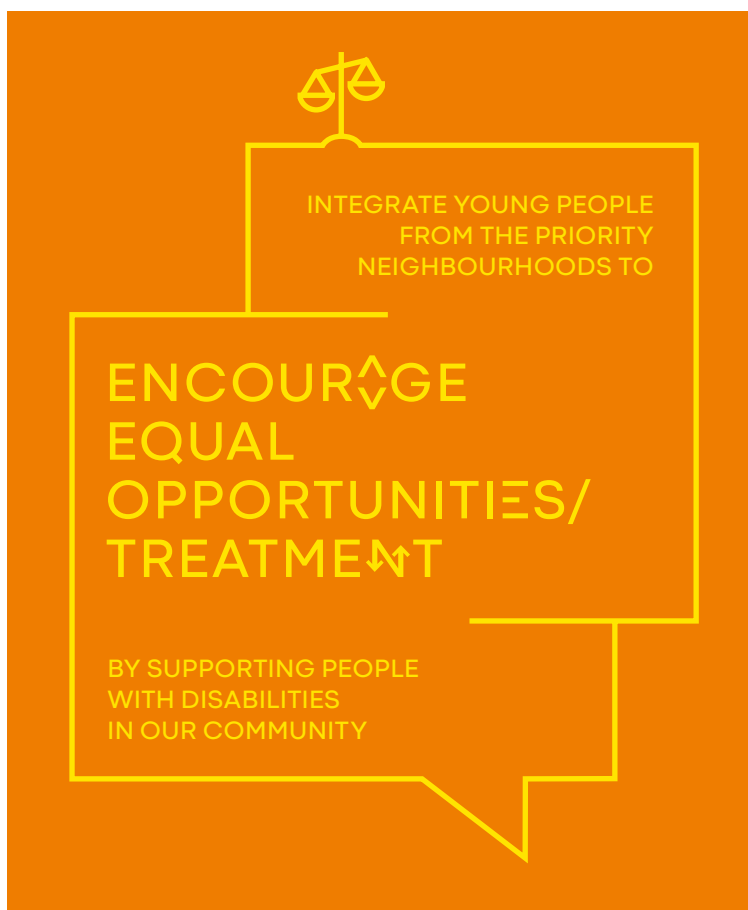
INTERNATIONAL STUDENTS

KEDGE welcomes every year more than 3,000 international students. The closing of borders and economic impact of the crisis have required an exceptional integration mechanism for these students. The procedures for applications and registrations in line have been adapted. The payment tuition fees have been staggered and scholarships

maintained. The integration conditions have also been optimised and the pedagogical paths set up remotely. Future students were able to contact the community of KEDGE's 70,000 graduates and participate in events in France and worldwide. At last, health safety measures have been strengthened to reassure and welcome these students from abroad.



KEY INDICATORS



8

WOMEN/24 MEN
on the Board of Directors
or Management
Committee. (↓2018)



€906K

is the amount of the KEDGE scholarships on social criteria paid to the students by the school and the additional emergency fund released this year. (↑2018)

76/100

is the index note of professional equality women-men. (=2018)



91

students are declared in situation of disability and accompanied. (↑2018)
14 collaborators are declared in a situation of disability, or 1.6%.

21%

INTERNATIONAL STUDENTS
are welcomed on our French campuses, i.e. more than 3,300 students. (↑2018)

2020

Launch of the Entrepreneurial School and a goal of 20 young people accompanied to launch their project.

692

MIDDLE AND HIGH SCHOOL STUDENTS

in priority neighbourhoods accompanied by 128 student tutors as part of the of equal opportunities, including 4 with the "corded label of success".



BE EXEMPLARY ON OUR CAMPUSES

— Installation of solar panels, beehives, installation of electric vehicles, selective sorting, energy efficiency... since the 2000s, the school has launched a process of continuous improvement that allows students, administrative staff and teaching staff to adopt new behaviours. Environmental performance has been one of KEDGE's challenges since its climate commitment, signed in 2009 in Copenhagen at the United Nations Climate Change Conference. This commitment remains as strong as ever, all the more so in this year of collective awareness when climate issues will impact directly and quickly our daily life.

CLIMATE PLAN

— Since 2019, KEDGE has had an ambitious new climate and biodiversity plan. It is based on the carbon balance and is organised in 5 areas: energy and buildings, sustainable mobility, waste reduction and recovery, responsible purchasing and green IT, preservation and restoration, etc. of biodiversity. The school must respond to the new challenges that represents the increase in the number of students, more frequent travels, increasing digitisation and adapt its

campuses to these changes in the respect of its commitments. Its climate policy aims to reduce its carbon footprint as measured by the possible and to compensate for the incompressible part linked to its activity. At the same time, the school integrates the subject into training courses (courses, simulations, etc.) and serious game, case studies...) and ensures that all learners are sensitised and integrate climate issues in their future job. In its research (chairs, memoirs, articles, podcasts...), it influences the company's practices and organisations. The school will have risen to the challenge when each member of the community will become an actor in his environment. This ecological transition will not be possible without the social commitment of women and men of KEDGE and their participation to the project. Among the CSR objectives in its strategic plan, the school has the ambition to achieve neutrality carbon emissions from its activity by 2030.



PRME

PRINCIPLE 5: PARTNERSHIP

We will interact with managers of commercial companies in order to deepen our knowledge of the challenges related to social and environmental responsibility and to explore together effective approaches to meet these challenges.

NATALY FILLON,

Student's COP 2019/20 project manager, member of the Unis Terre association



"Being a student in a management school means giving yourself all the keys to become an actor of change. At KEDGE, thanks to my involvement in associations and the management of the Student's COP event, I was able to alert and raise awareness among students and entrepreneurs about the challenges of climate change."

KPI OBJECTIVE 2030

Carbon neutrality
of our campuses.

SOME ACHIEVEMENTS IN 2019-20

SULIQUIZ ON BIODIVERSITY

Scientists consider that the current extinction of species is so vast that we consider it to be the sixth mass extinction. Despite the many conventions on biodiversity, basic knowledge on the subject remains weak. With the idea of raising awareness among a wide public about the urgency of the biodiversity collapse, Sulitest has created a specific quiz, with the help of a group of experts of this crucial topic.

The test is currently available in English and French. The school initiated its design in collaboration with Man And Biosphere France, the Foundation for Research on Biodiversity, the WWF, the French Ministry of Ecological and Solidarity Transition and its Water and Biodiversity Department, the General Commissariat for Sustainable Development, CDC Biodiversité, the LPO, the ESPI Group, PureOcean and the French Biodiversity Office.

DEMATERIALIZED SUSTAINABLE DEVELOPMENT WEEK

In view of the closure of the campuses in April 2020, the associations Unis-Terre (Marseille) and Solid'Earth (Bordeaux) have joined forces for a dematerialised version of the Student Week for Sustainable Development in partnership with the REFEDD (Réseau Français des Étudiants pour le Développement Durable - French Student Network for Sustainable Development). On LinkedIn and Instagram, tutorials, discoveries of inspiring films and books, Moocs, conferences and webinars have been offered throughout the week. One proposal welcome proof of the associations' agility students of the school during lockdown.

EUROPEAN WASTE REDUCTION WEEK

As part of its "zero waste" strategy, KEDGE proposed a week of actions and awareness raising on the theme "Reduce, Reuse, Recycle" in November 2019. For several years now, the school has made this issue a major focus with the implementation of recycling channels for all recyclable waste: paper, cans, cardboard, plastic, WEEE, but also bio waste and cigarette butts. As initiatives and objectives emerge, experimentation and awareness-raising allow behavioural changes towards more sustainable consumption alternatives.

SUSTAINABLE CATERING

During the renewal of the catering contract for the Marseille campus, the school relied on guidelines such as the "Guide to implementing the sustainable restaurant label" to draw up its specifications. Health and nutrition, management and maintenance of the restaurant, choice of products and supplies with a priority given to short circuits, waste reduction and the fight against food wastage, but also social issues such as the price of meals and staff training, for example, were taken into account. New strong actions will gradually be implemented with the new service provider. Initial commitments focus on the reduction of packaging and of polluting containers replaced by returnable glass bottles, more products in bulk and single use disposable tableware compostable. The subject of over-consumption of meat has been introduced from the start of the 2019 school year with a proposal for a vegetarian dish daily and one day without animal protein per week. Catering is an important lever for awareness and change of behaviour to achieve our objectives defined in the climate plan, among others, a zero non-recyclable waste campus on 1st January 2022.

WORK IN PROGRESS

KEDGE COMMITTED TO NATURE

Since 2018, KEDGE has been supporting the *Caisse des Dépôts et Consignation Biodiversité* (CDC Biodiversité) through its CasCioMar (Nature2050) project, which has enabled the restoration of 15,000 m² of shallow coastal waters in the bays of Cassis, La Ciotat and Marseille in three years. In addition to this concrete action, 2020 also marks a rise in the school's actions and commitments in favour of biodiversity with "Entreprises engagées pour la nature" (Companies Committed to Nature), an initiative of the Biodiversity Plan led by the French Office for Biodiversity, which aims to bring out and enhance the value of action plans led by companies in favour of biodiversity. KEDGE will also continue its partnership with the CDC Biodiversité, by proposing action plans in line with its core business. Case studies, research papers and the introduction of biodiversity issues into teaching are on the agenda for the coming year.



STUDENT'S COP

— Student's COP is a Conference simulation of Parties

(a COP, abbreviated: decision-making body responsible for monitor the implementation of the framework convention of the United Nations Climate Change Conference).

The *Unis-Terre* association has created this simulation of COP in 2018 to raise awareness among students to the challenges of global warming in a playful and

concrete way. The COP in association MyCity and ESDRFN are partners of the Student's COP.

AN ENTREPRENEUR EDITION

— This second edition, a special "entrepreneurs" edition, was organised as an introduction to the Parliament of Entrepreneurs of the Future, which took place on 22 and 23 January 2020 at the OECD and the Youth Parliament led by the ESDNR and brought together 60 students and professionals.

The event took place in three phases: an opening conference on the theme "Education and climate: time for change" with the following guests: "The Shift Project", the student manifesto for an ecological awakening and the BSI Economics think tank. During the second phase of the game, the participants, divided into four groups (Countries, Civil Society, Lobbyists, The press), have alternated speeches, commitments and negotiation phases. Finally, the participants were divided into working

groups on the theme of biodiversity protection animated by experts, as Didier Babin, responsible of the European project "2011-2020 Strategic Plan for organic diversity" at Expertise France, Sylvie Gillet, head of the Biodiversity & Health/Environment division of the EpE association, Didier Mulnet, teacher-researcher at the Clermont Auvergne Higher School of Teaching and Education, and Sylvie Margueret, manager at Sustaineo. The groups came up with concrete recommendations for actions to be implemented in companies and on campuses on the subjects of plastic pollution, composting, vegetalisation, and awareness-raising actions. The Student's COP was a successful gamble for the Student's COP, which had set itself the goal of bringing together the business world and the student world, to raise awareness of climate issues and to take concrete and sustainable action.

2020, A YEAR LIKE NO OTHER

MAKER AND KEDGER

Given the shortage of masks for healthcare workers during the first phase of the Covid-19 epidemic in March, the KEDGE Design School teams joined a network of active manufacturers throughout the country to produce visors using the school's 3D printers. KEDGE team has installed its printers at its fab-manager, Maxime Pynte.

They produced between 20 and 30 frames per day and one hundreds of clips for fixing plastic sheets in 3D printing. A second group was responsible for logistics, collection, assembly and distribution. A great surge of solidarity from the South makers and KEDGE Design School teams who have produced more 5,000 visors for hospitals and health institutions.



KEY INDICATORS



9

projects dedicated to biodiversity have been implemented in the territories. Installation, by the student association KEDGE Bees, of beehives on the Bordeaux campus, creation of a biodiversity suliquiz, partnership on the "Casiomar" project with the Caisse des Dépôts et Consignation... (↑2018)



75 TO 90%

rate of waste recycled and recovered by the school (paper, cardboard, cans, plastics, cigarette butts, WEEE, bio-waste...). (=2018)

55,300 M²

of surface area occupied by our French campuses (35,000 m² Bordeaux, 15,000 m² Marseille, 2,100 m² Toulon, 3,200 m² Paris).



100%

of green electricity on our Bordeaux and Marseille campuses (=2018). A drop in energy consumption of almost 20% was observed due to the closure of the campuses during the 2019-2020 lockdown period.

4/5




STUDENTS AND 1/3 EMPLOYEES

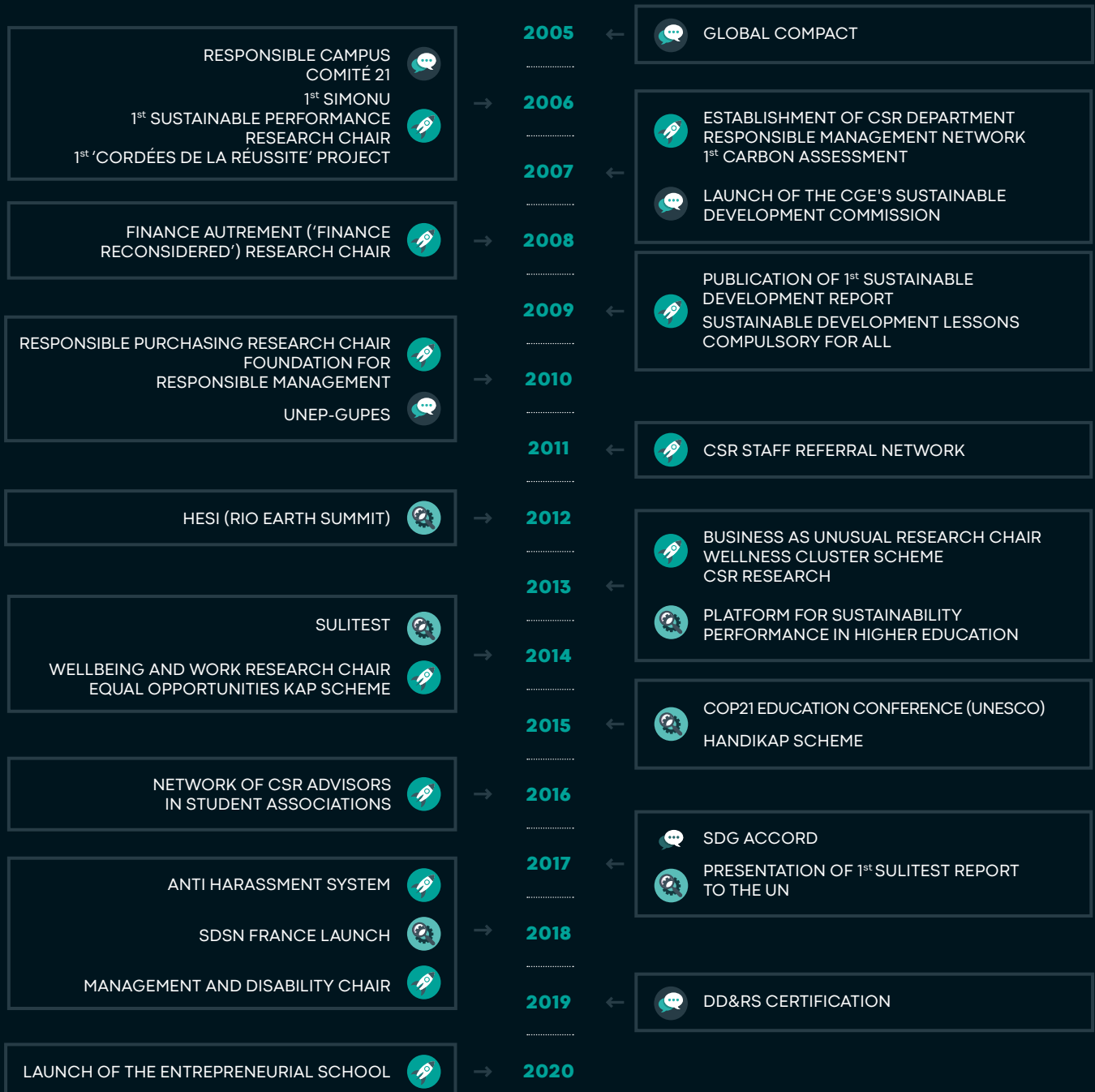
use, according to the latest travel plan, public transport and soft modes of transport (ecomobility). (=2018)

22 KT CO₂/YEAR

is the carbon footprint of the school issued for its activity (extended scope 2). 60% of these emissions are related to travel, 30% at purchases and only 10% to the buildings. 1.73 tons of CO₂ equivalent (TEQ) is issued for the studies of a KEDGE student. (Based on the carbon balance sheet 2019=2018)

A LONG-STANDING COMMITMENT

 Launch at KEDGE
  Joining-commitment
  Initiated-run by KEDGE



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