

Corporate Social Responsibility Report 2024

EDC Paris Business School



Statement of Commitment

“Sustainability, in our eyes, is not confined to legalities or accreditations; it's a philosophy and a way of life that we embrace wholeheartedly.”

I'm delighted to share our CSR communication and engagement report. The document highlights our existing initiatives as a forward-thinking business school and outlines our ambitions for the upcoming years. We view sustainability as more than just compliance with legal and accreditation standards; it's about embracing a certain mindset and way of life. Our philosophy is reflected in the way we've designed, built, and launched our new, cutting-edge campus. We hold the conviction that by nurturing our students to be conscientious leaders, we are making a substantial contribution to the shift towards more sustainable practices within businesses and communities.

As the Director General and Dean of EDC Paris Business School, I am deeply devoted to upholding the core values of the UNGC within my institution, a commitment we have honored since 2016. This pledge to the principles of the UN Global Compact and PRIME is evident in our vision, mission, and engagement efforts. We pledge to keep our internal and external stakeholders informed by utilizing our primary communication outlets.

Dean and Director General

EDC Paris Business School

Contents

Chapter 1	9
About EDC Paris Business School	9
1.1 Background	9
1.2 Campuses in France	10
1.3 EDC Paris Business School Program Portfolio	10
1.3.1 The Grand Ecole Program	10
1.3.2 Master's in management Majors	11
Chapter 2	12
Vision, Mission and Values	12
2.1 Our Vision	12
2.2 Our Mission.....	12
2.3 Our Values	12
Chapter 03	14
School Governance.....	14
3.1 The board of Directors	14
3.2 Delegation of Authority.....	14
3.3 International Advisory Board.....	14
3.4 Executive Committee (COMEX).....	15
3.5 Academic Committee	15
3.6 Research Committee	16
3.7 Program Advisory Committee.....	16
Chapter 5	17
Our Social Responsibility Policy.....	17
4.1 Introduction	17
4.2 Our guiding principles.....	17
4.2.1 Transparency.....	17

4.2.2 Compliance.....	18
4.2.3 Impact.....	18
4.3 Our engagements and actions.....	18
4.4 In our education programmes.....	19
4.5 Integration of ERS objectives in the learning objectives of school programmes	20
4.6 In our students’ engagement.....	20
4.7 In our research.....	20
4.8 In our campus life.....	22
4.9 In our campus management.....	22
4.10 Reduction of printing and paper use	22
4.11 In our human resources management.....	23
4.12 Formation of ERS committee.....	23
4.13 Increased Territorial Engagements	24
Chapter 5	26
Student Community.....	26
5.1 Student Enrollments	26
5.2 Diversity and Inclusion	26
5.3 Spirit of Entrepreneurship	27
5.4 Sustainable Entrepreneurship.....	27
5.5 Student Clubs	27
5.6 Campus Life.....	28
5.7 Student Associations	28
5.8 Student Community Testimonial.....	30
5.9 Alumni Association	31
Chapter 6	32
Faculty and Research	32
6.1 Teaching Philosophy	32

6.2 Faculty Research	32
6.2.1 ERS at the heart of EDC’s Priorities	32
6.2.2 Core Faculty	33
6.2.3 Visiting Faculty.....	33
6.3 Research Themes at EDC Paris.....	34
6.4 ERS Themes in Faculty Research Initiatives	36
6.4.1 Creating Meaningful Research Outcomes	36
6.4.2 Addressing Climate Change and Sustainability.....	36
6.4.3 Gender Diversity Issues.....	37
6.4.4 Women Entrepreneurship Trends.....	37
6.4.5 New managerial & Societal trends	38
6.4.6 Challenges in Creating Sustainable Supply Chains.....	38
6.5 Collaborative Research Engagements	39
6.6 Featured Publications in Distinguished Journals	39
6.7 Student Dissertations in ERS in 2021-2023	40
6.8 Start-ups in ERS domain	41
Chapter 7	42
Sustainable Practices in Curriculum of EDC Paris.....	42
7.1 Introduction	42
7.2 Tools and methods of measurement	43
7.2.1 Measurement Strategy	43
7.3 Inclusion and exclusion criteria of courses	44
7.4 Data Analysis Technique	44
7.5 Data Analysis and Results	44
7.5.1 Courses Classification	44
7.5.2 Sustainability Impact Measurement in each department.....	45
7.5.3 Overall Sustainability Impact Measurement	46

7.6 Implications and suggestions	47
7.7 Future Research Agenda.....	49
Chapter 08	51
Commitment to ERS.....	51
8.1 ERS Manager	51
8.2 ERS Committee.....	51
8.3 Territorial Engagements	51
8.4 Social Engagements	51
8.5 Community and Welfare Projects.....	52
8.6 Environmental Engagement	52
8.7 Energy Consumption.....	52
8.8 Waste Management	53
8.9 Paper Consumption	54
8.10 Reduction of ecological footprint.....	54
8.10.1 Printing and paper consumption	54
8.10.2 Low impact printing	54
8.10.3 Recycling and composting.....	55
8.10.4 Reduction of disposable items	55
8.11 Responsible Buying.....	55
8.12 Our Ethical Responsibility	55
8.13 The Road a Head	56
8.14 Founding Principles of Global Compact.....	57
8.14.1 Human Rights	57
8.14.2 Labour.....	57
8.14.3 Environment	57
8.14.4 Anti-Corruption	57
8.15 PRME	57

8.15.1 Values.....	58
8.15.2 Research.....	58
8.15.3Partnership	58
8.15.4 Dialogue.....	58
8.16 UNGC.....	58
Chapter 09	59
Conclusion	59

EDC at a Glance

Creation of EDC Paris Business School	1950
5 Campuses	Paris, Barcelona, Cairo, Lausanne and Rabat.
Permanent and expert Professors	48
Partner Universities in 45 countries	100
Student Associations	10
Double Degree Programs	2
Employability within two months of completing Education	93%
International students	Over 50%
Graduates	More than 18500
Excellence in Entrepreneurship	Top ranked by Le Point 2023
Research Centre (OCRE)	1
Research Chair	4
Incubator	1
Starting Salary	45, 000 / annum
Internship offers per year	Over 3000

Chapter 1

About EDC Paris Business School

1.1 Background

The EDC Paris Business School has been an active participant in the United Nations Global Compact (UNGC) since 2016 and is part of the Principles for Responsible Management Education (PRME) France-Benelux chapter since 2018. However, the school's commitment to ethics, responsibility, and sustainability (ERS) related issues has a long-standing history. These principles are deeply embedded in our school's philosophy, values, and actions. Today, guided by our vision, mission, and values, we are driven by the UNGC to meet the significant challenge of steering societies toward increasingly sustainable ways of living.

EDC Paris Business School's history stretches back to 1950, forging its prestige in the realms of entrepreneurship and innovative management. It stands as a wholly private entity endorsed by the Conférence des Grandes Ecoles (CGE).

Until 2017, the school was solely operated by and for its alumni network. However, it embraced a strategic alliance with 'Grupo Planeta', a Spanish educational and media conglomerate, in 2017, enhancing its position while preserving its distinctive character and nonprofit orientation. 'Grupo Planeta' has been influential in education, culture, media, and audiovisual sectors since 1950's, evolving into a global powerhouse known for blending entrepreneurial spirit with innovation. Its education division serves over 100,000 students across institutions in France, Spain, Italy, Morocco, Latin America, and the USA.

The school's La Défense Campus is the nucleus for all EDC Paris Business School activities, serving as an incubator and learning hub to encourage creativity, innovation, and interaction. The campus is constructed with sustainability in mind, featuring a recreational area, a cafeteria, a 350m² outdoor terrace, and modern classrooms equipped for distance learning. The school is integrated with Paris's entrepreneurial fabric and co-directs PEPITE, a regional entrepreneurial training initiative.

EDC Paris Business School is recognized for its entrepreneurial focus among French business schools, a distinction noted by the magazine *l'Etudiant*. Its programs are endorsed by EFMD, evidencing the high quality of education. Additionally, the school is part of both the CGE and

the Union des Grandes Ecoles Indépendantes (UGEI), reflecting its compliance with superior educational standards as acknowledged by state authorities and the business community.

1.2 Campuses in France

La Villette Campus: This campus is devoted to luxury and sports management programs.

Paris Campus - Situated in the 7th arrondissement - specializes in vocational training and education.

La Défense Campus: This is the main campus for all EDC Paris Business School programs, including an incubator and a learning hub designed to spur creativity, innovation, and interactivity. It features a low carbon footprint, recreational spaces, a cafeteria, and a 350 m² terrace. Classrooms are equipped with modern teaching technologies to support distance learning. EDC Paris Business School ranks highly among French business schools for entrepreneurship (top ranked by l'Etudiant and le point) and is EFMD-accredited, ensuring high educational quality.

1.3 EDC Paris Business School Program Portfolio

1.3.1 The Grand Ecole Program

The flagship Grande Ecole Program at EDC Paris Business School is an extensive five-year track that culminates in a master's degree. This program boasts 13 areas of specialization, with four offered entirely in English, catering to a diverse range of academic interests that lead to a master's qualification. The curriculum is structured around a 3-year foundational program in management, amounting to 180 ECTS, followed by two years (120 ECTS) dedicated to specialized studies in a student's chosen field.

EDC Paris Business School is renowned for its vast network of academic collaborations – both locally and internationally – thus enabling it to propose various dual-degree program offers. Courses are available in both French and English, with specific programs conducted exclusively in English to accommodate non-French-speaking students.

The Grande Ecole Program (PGE) adheres to the European LMD (Licence-Master-Doctorate) framework, ensuring a thorough and structured educational experience. Graduates of the program emerge well-prepared with essential skills in leadership, management, and communication, all underpinned by EDC's hallmark entrepreneurial spirit.

In addition, the school provides a three-year bachelor's program in management, where the initial two years lay a comprehensive foundation with a 360-degree perspective of management sciences. In the final year, students have the option to focus on one of three main areas: luxury management, digital marketing and commercial management, or international business development. Alternatively, students can choose to pursue a double degree in partnership with one of the affiliated universities. In this program, EDC offers following specializations:

1. Specialization in luxury management (100% in English)
2. International business development specialization (100% in English)
3. Specialization in digital marketing & sales management (100% French language training)

1.3.2 Master's in management Majors

EDC Paris Business School offers Master of Science (MSc) programs that span one to two years. These programs are designed to cultivate specialized expertise in areas such as E-business, luxury management, and data science. Students have the flexibility to undertake the program in either a bilingual mode, with French and English, or exclusively in English.

EDC Business School offers following specializations in this program:

1. Entreprenariat et innovation
2. Audit et control de gestion
3. Finance d'entreprise
4. Digital marketing
5. Business development et management commercial
6. E-business et transformation digitale (bilingual)
7. Management du luxe

Following Specializations are offered in English:

8. International business
9. Entrepreneurship and innovation
10. Corporate finance
11. Data Science and business analysis
12. Strategic supply chain management and sustainability
13. Luxury brand management

Chapter 2

Vision, Mission, and Values

EDC Paris Business School is united together by shared vision, mission, and values. These elements form the foundation for the school's goals and strategies, as well as guide the everyday activities and responsibilities. The vision and mission serve as an inspiration for the entire team to achieve excellence across all facets.

2.1 Our Vision

"Train humanist leaders for the digital era, who have an entrepreneurial mindset and are capable of designing and implementing innovative strategies, with the aim of improving the social and economic performance of organizations."

This vision is materialized through our new pedagogical signature called «DIVE» – Developer, Innovator, Value Creator, Entrepreneur – which is applied to all our programs. These programs upheld by DIVE provide students with the distinctive skills of a successful leader.

2.2 Our Mission

"To be a hub and an accelerator for innovative learning journeys rooted into research by creating entrepreneurially driven programs and experiences with people and organizations at both the local and the global level."

The three key dimensions of the mission are:

- To educate managers and leaders to be risk-takers and creative, to have a transdisciplinary approach and to be inspiring in an ethical way.
- To implement a transformational and cutting-edge learning experience throughout our different programs and research activities.
- To work closely with all our key stakeholders so as to build 'win-win' relationships.

2.3 Our Values

- **Ambition & Commitment:** We set high standards. We motivate our students to aim high. We encourage them to be leaders who make a real difference in companies and in society.

- Creativity: We challenge preconceived ideas. We are problem solvers and do not hesitate to think outside the box. We encourage our students to step outside of their comfort zone and challenge themselves.
- Diversity & Openness: We consider openness, diversity, and cooperation to be intrinsically linked. We are convinced of the necessity and the power of networks in an increasingly complex and connected world.
- Responsibility: Social responsibility is a state of mind that must characterize all our decisions. Indeed, a leader needs to develop a holistic vision of performance and value creation. He or she should also embrace the values of fair leadership.

Chapter 03

School Governance

EDC Paris Business School operates as an 'association' within the framework of the French law of July 1, 1901, with Mr. Carlos Gimenez Gomez serving as its chair. Governance of the school is divided between two main entities: the board of directors and the international advisory board. These bodies are responsible for guiding the school's overall strategy and ensuring a fair distribution of resources. The strategies they formulate are put into action by three operational committees: the academic committee, the research committee, and the coordination committee, which are tasked with ensuring the execution of the strategic directives.

3.1 The board of Directors

The board of directors establishes the overarching policies, goals, and strategic direction of the school, under the leadership of chairman. It also delineates and distributes resources to fulfill these consensual goals. The board is constituted of three directors, each serving a one-year term. The chairman is responsible for calling board meetings as needed. Decisions are made collectively either during regular or special general meetings. All members are kept abreast of the association's past and prospective endeavors. The board is obligated to convene at least annually.

3.2 Delegation of Authority

The Chairman ensures the 'association' operates seamlessly and achieves its set goals. The Director General manages the school's daily operations on the board's behalf and is accountable to the Chairman. The board defines the Director General's role, responsibilities, and powers. The Director General has the authority to assign some of their responsibilities to the Academic Director, who also presides over the academic committee.

3.3 International Advisory Board

The International Advisory Board (IAB) assists the Dean in developing the right strategies, setting priorities, and making decisions, particularly from academic and business standpoints. Led by Jean-Pierre Helfer, Professor Emeritus at Sorbonne University and a consultant for Planeta Education, the IAB's role is to evaluate the work of the board of directors and the executive committees of EDC Paris Business School regarding academic and strategic progress. The IAB's membership is comprised of the following:

- Academic College: Distinguished professors and scholars from various institutions
- School Faculty: This includes the Dean, Academic Director, and Research Director
- Alumni Association: Consists of three to four alumni members
- Corporate Representatives
- Director General of EDC

The committee convenes at least once annually, uniting all the essential stakeholders of EDC Paris Business School.

3.4 Executive Committee (COMEX)

The principal body responsible for internal governance at EDC Paris Business School is the Executive Committee. This committee is tasked with disseminating and overseeing the execution and regulation of strategies approved by the board of directors, a function carried out by COMEX. COMEX acts as a platform for exchanging information, holding consultations, and making decisions. It is also in charge of ensuring that operations are consistent and under surveillance at the school. The committee convenes weekly and once a month to discuss strategic and cross-functional issues.

The committee consists of the following members:

- The Dean/Director General
- Academic Director
- Marketing Director
- Corporate Relations Manager
- Chief Financial Officer
- Operations Director
- Head of Accreditations
- Sup de Luxe Director

3.5 Academic Committee

The Academic Committee addresses academic matters including the quality of education, innovation in teaching, and program development, ensuring that all EDC Paris Business School programs are academically rigorous, relevant, and consistent. The committee's membership includes:

- Academic Director

- Research Director
- Heads of Departments
- Program Directors (specializations)
- Head of Educational Services (when needed)

The Academic Committee convenes to discuss wide-ranging issues pertinent to the entire teaching staff, and meetings are arranged to include all faculty members of the school.

3.6 Research Committee

The Research Committee, led by the Research Director and backed by the school's faculty, unites professors from various fields to pinpoint shared and emerging research interests. It also oversees and supports the schools' research endeavors. This committee convenes monthly.

3.7 Program Advisory Committee

The Program Advisory Committee convenes at least annually to unite all parties involved with a specific program at EDC Paris Business School. Led by the program's head, this committee acts as a platform for exchanging information and receiving feedback. It also proposes enhancements to the program's structure and content. The committee's composition includes:

- Representatives from the student body
- Alumni representatives
- Representatives from the corporate sector
- Admissions personnel
- Principal faculty members
- Representatives from adjunct faculty

Chapter 5

Our Social Responsibility Policy

4.1 Introduction

Corporate social responsibility (CSR) involves aligning an organization's strategies, practices, and initiatives with the expectations of individuals, institutions, and communities. At EDC Paris Business School, we are committed to upholding the tenets of CSR and sustainability, both in how we manage our operations internally and how we interact with external entities. This commitment is integral to our school's vision, mission, and core values.

EDC Paris Business School operates under a unified vision, mission, and set of values that form the foundation for our objectives and strategies, guiding our daily operations and activities. This shared vision and mission inspire our entire team to strive for excellence in every aspect of our work.

As a conscientious business school, we hold the conviction that realizing our mission, vision, values, and goals is contingent upon honoring the interests of all our stakeholders: students, faculty, staff, businesses, investors, and, naturally, the broader community. We are committed to seeking out avenues to enhance our environmental stewardship and minimize our carbon footprint.

4.2 Our guiding principles

At EDC, our vision, mission, and collective values underpin our goals and actions. While pursuing economic prosperity, we also acknowledge and fulfil our social duties to our diverse stakeholders. Our approach to ERS is not encapsulated in a separate policy; instead, it is woven throughout our business ethos, deeply embedded in our vision, mission, and values. The cornerstones of our ERS philosophy are transparency, compliance, and making a meaningful impact.

4.2.1 Transparency

We are committed to incorporating social and environmental goals that align with the vision, mission, and values of our school, seamlessly integrating these objectives into the school's daily operations and responsibilities. To ensure transparency and accountability, we actively communicate our ERS policies, objectives, and achievements to our stakeholders in an open and regular manner. This communication is designed to be bidirectional, encouraging

stakeholders to engage with us, share their perspectives, and provide feedback. In our efforts to maintain transparency and demonstrate our commitment to sustainability, we will release our most recent sustainability report in 2024. This report reflects our ongoing dedication to social and environmental responsibility, detailing our performance and outlining future plans to further integrate these principles into our core activities.

4.2.2 Compliance

Our institution is committed to adhering to all legal and contractual obligations while striving to exceed the standards of accreditation organizations, international institutions, and rating agencies in the ERS domain. We proactively update our practices to align with global benchmarks, aiming to lead in integrating ERS into our operations. Our efforts extend beyond compliance, seeking to innovate and set higher industry standards. Through our dedication to sustainability and ethical practices, we aim to inspire others and contribute to a more sustainable and responsible future, demonstrating our leadership in the educational sector.

4.2.3 Impact

We are dedicated to enhancing our social and environmental impact, aligning our vision and mission with concrete strategies and actions. Our goal is to establish clear objectives, rigorously track our performance, and transparently communicate our advancements. By doing so, we aim to continuously refine our approach, ensuring that our efforts in sustainability and social responsibility are both effective and measurable. This commitment reflects our proactive stance in contributing positively to society and the environment, highlighting our dedication to not just achieving, but also setting new standards in our operational and strategic endeavours.

4.3 Our engagements and actions

Since 2016, EDC Paris Business School has pledged its support to the UNGC and has been an active participant in the PRME France-Benelux chapter since 2018. However, the school's dedication to ERS precedes these affiliations, being a fundamental aspect of its philosophy, values, and operations. Guided by our core principles, our engagement with the UN Global Compact steers our efforts in contributing to the global endeavour of transitioning societies to sustainable living practices.

Our sustainability report underscores the central role of ERS in our corporate strategy, demonstrating how our commitment to these principles permeates our educational programs, research initiatives, workplace, and campus management. This alignment with our vision,

mission, and values showcases the tangible outcomes of our dedication to ERS in shaping a responsible and sustainable academic environment.

4.4 In our education programmes

The academic year of 2014-15 marked a significant milestone in embedding ERS into our curriculum. Launching the inaugural ERS course for our master's students was a challenging endeavour. Although the school's management recognized the critical importance of ERS, persuading department heads to include a mandatory sustainability course in their curricula proved difficult. Initial reluctance stemmed from concerns about the course's relevance to their existing program goals.

However, after persistent discussions and negotiations, we successfully launched a sustainable management course in two English-track master's programs. The course received overwhelmingly positive feedback from students by semester's end, motivating us to extend it to all English-track specializations the following year. Two years from its inception, we expanded the offering to include French-track programs. Starting from the 2018-19 academic year, the sustainable management course became a staple for all students in the PGE program. This initial success laid the groundwork for the broader integration of compulsory and elective ERS courses, demonstrating the evolution of ERS from a nascent concept to a cornerstone of our educational offerings.

Motivated by positive feedback from students, faculty, accreditors, and rating agencies, we have expanded our curriculum to include both mandatory and elective courses in the ERS area. Since its modest inception in 2014, ERS has become a pivotal aspect of education at EDC. Our academic offerings now encompass courses that delve into the environmental, social, and community-oriented aspects of sustainability. These courses are designed to integrate societal challenges with core management education, enhancing student knowledge and awareness of sustainable development and social responsibility. Our goal is to equip students with the skills, tools, and mindset needed to tackle the significant challenges facing our world today.

To achieve this, we offer a variety of required and elective ERS courses, including but not limited to:

- CSR: Issues and Trends for 2nd Year Bachelors, Mandatory 4 ECTS Course
- Climate Change for 2nd Year PGE, Mandatory 2 ECTS Course
- Stakeholder Management for 2nd Year PGE, Mandatory 2 ECTS Course
- Sustainable Management for 4th Year, Mandatory 4 ECTS Course
- Sustainable Supply Chains for Final Year Masters, Optional 4 ECTS Course

- Social Entrepreneurship for Final Year Masters, Optional 4 ECTS Course

The primary aim of incorporating ERS courses at EDC is to heighten student consciousness regarding environmental and social issues, in line with the United Nations Sustainable Development Goals. To systematically measure, enrich, and broaden our CSR and sustainability influence in teaching and pedagogy, we've launched an ambitious program. For a comprehensive overview of this initiative, please refer to Chapter 7.

4.5 Integration of ERS objectives in the learning objectives of school programmes

During a recent gathering with department and specialization heads, it was agreed that the school's program intended learning outcomes (ILOs) should undergo a thorough evaluation. The ERS manager highlighted the importance of incorporating ERS goals into the ILOs of the school's programs. Consequently, the management decided to reassess the ILOs to include aspects of the ERS dimension. This decision further demonstrates the school's commitment and determination to advance in the journey towards sustainability.

4.6 In our students' engagement

EDC Paris Business School stands out as France's premier institution for Entrepreneurship. The entrepreneurial spirit embraced by EDC sparks creativity and innovation, resulting in the establishment of startups and ventures across various industries. Approximately 10% of our students embark on their entrepreneurial journey immediately after graduation. There's a growing trend among our students towards engaging in CSR and sustainability-focused areas. Recently, a significant number of students have explored ventures in fields like the circular economy, social solidarity, ecological and environmental initiatives, as well as health and wellness, among others.

4.7 In our research

At our institution, the faculty forms the cornerstone of our educational ecosystem. Our permanent professors and researchers, hailing from diverse cultural backgrounds and regions, enrich our school with cultural diversity and organizational depth. Beyond their teaching and training roles, generating new knowledge stands as a pivotal activity at EDC Paris Business School. Over the years, we have seen consistent advancement in our research output, both in quality and quantity. Aligned with the school's vision and values, our research lab, OCRE, undertakes studies directly relevant to real-world business scenarios. The lab's mission is to

produce knowledge that has tangible academic, practical, and educational impacts. OCRE has established four principal research themes, creating a synergy between faculty expertise and the lab's research goals.

The four axes of research at EDC Paris are:

Axis 1 : Entrepreneurship & Business Development

Axis 2 : Consumption, Technology, Sustainability & Luxury Marketing

Axis 3 : Financial Modeling & Business Ethics

Axis 4 : Organizational Strategies & Operation Management

At OCRE, ERS stand as a fundamental research focus. ERS is seamlessly woven into each of the lab's primary research areas, engaging a significant number of scholars in studies around CSR and sustainability challenges. Their investigations span a diverse range of topics, including CSR disclosure practices, the nexus between sustainability and innovation, ethical entrepreneurship, and the principles of the circular economy.

The contributions from these research endeavors have earned recognition in leading academic publications, reflecting both the quality and growing volume of work produced in the ERS field. Furthermore, OCRE, in partnership with THEMA from the University of Cergy Pontoise, annually hosts an international conference on 'Ethical Finance and Sustainability'. The conference, which celebrated its 5th edition in May 2023, serves as a platform for disseminating research findings and fosters publication opportunities in esteemed ERS-focused journals like Energy Economics, The Energy Journal, and the International Journal of Business Governance and Ethics, among others. The 7th Edition of the Ethical Finance and Sustainability Conference, co-organized by the University of Leeds, EDC Paris Business School, and CY Paris Cergy University, is set for 15-16 May 2024 in Leeds, UK. This conference addresses the critical challenge of the 21st century—ecological breakdown and climate change, acknowledging past international efforts like the UNFCCC and the pivotal Paris Agreement. Discussions will scrutinize the sufficiency of current targets and the overarching need for transformative economic and financial shifts. Recognizing the complexity of climate policy, which must navigate pre-existing societal structures and crises such as the one induced by Russia's invasion of Ukraine, the conference aims to produce impactful insights for a broad spectrum of stakeholders. Calls for contributions are open to academics, practitioners, and policymakers, offering an interdisciplinary platform for addressing the exigent issues of climate change and sustainable development.

4.8 In our campus life

EDC Paris Business School understands that education extends beyond classroom boundaries. Our lively campus environment allows students to immerse themselves in numerous co-curricular and extracurricular activities. True to our foundational principles, we are deeply dedicated to fostering an atmosphere of diversity and inclusivity, covering aspects of social identity, gender, sexual orientation, and physical abilities. We stand unequivocally against all forms of social discrimination and racism and welcome students and staff with physical disabilities. By championing a diversity of perspectives, we offer multiple platforms for the expression of varied viewpoints in a positive way. Furthermore, we motivate students to engage in projects focused on ERS issues, enhancing their learning experience.

- Student clubs play a crucial role in the campus life of EDC Paris Business School, hosting a range of events across the academic year that offer ample opportunities for education, entertainment, and networking beyond the traditional classroom setting.
- Additionally, the school offers financial assistance through scholarships, tuition fee discounts based on social criteria and academic achievement, as well as scholarships aimed at international mobility and support for internships abroad.

4.9 In our campus management

Aligned with the principles of the UN Global Compact and PRME, our school is dedicated to incorporating environmental stewardship into our strategies and actions. We are actively involved in minimizing our ecological footprint by optimizing the consumption of both natural and manufactured resources, such as water, electricity, fuel/gas, and paper. Our campus is designed to adhere to the strictest sustainability standards and compliance requirements, with a focus on ensuring safety, reducing our environmental impact, maximizing natural light, minimizing noise pollution, and enhancing waste management. We uphold ethical and sustainable purchasing practices with our suppliers of goods and services, prioritizing locally sourced and, specifically, French-made products. Whenever possible, we opt for recycled products and consolidate orders to reduce environmental impact.

4.10 Reduction of printing and paper use

In the 2017-18 academic year, we conducted a 'Green Scan' to pinpoint opportunities for reducing our carbon footprint. A suggested measure was to encourage faculty to review and grade master's theses in digital format. Initially, there was some reluctance from the faculty towards this change. To accommodate their preferences, we offered both digital and printed

options for master thesis submissions, allowing professors to choose their preferred format. By 2020, we transitioned to exclusively sending theses in electronic format to professors, though they retained the option to print them if desired. Previously, every master's student was required to print at least three copies of their thesis. However, for the past few years, submissions are strictly digital. Additionally, we eliminated personal printers at the school, switching to shared printers accessible to all. This approach also enables each professor to track their printing usage. As a result of these initiatives, now only a very few master's theses are printed. Considering an average thesis length of 70 pages, our efforts significantly contribute to saving thousands of pages and reducing printing costs annually.

4.11 In our human resources management

We are committed to advancing human resource development, championing gender equality, and fostering social inclusion within our school. Ensuring the welfare, well-being, and safety of our staff is paramount. Our aim is to cultivate a work environment that enhances staff well-being, offering rewarding employment within a flourishing business.

ERS Manager Mr. Muhammad Atif Khan plays a pivotal role in advancing our ERS initiatives. He is instrumental in generating innovative ideas, orchestrating various activities and initiatives, and nurturing relationships with key stakeholders. The shift towards sustainability at EDC necessitates embedding ERS practices in our institutional framework, fostering an environment where sustainability is actively supported, promoted, and managed. While this doesn't imply the establishment of a new department per se, it does involve creating a forum for more frequent, varied, and meaningful engagement among diverse stakeholders. To this end, the school's management is exploring various strategies for the future.

4.12 Formation of ERS committee

We are in the process of creating an ERS committee. This committee will establish key priorities and goals within the ERS area. Additionally, it will track progress indicators to guarantee that our commitments are met, and our engagements are honored. The committee will include a diverse group of stakeholders, such as faculty members, students, representatives from the corporate sector, and adjunct professors.

4.13 Increased Territorial Engagements

EDC's management is committed to strengthening its collaboration with local stakeholders, encompassing municipal authorities, businesses, non-governmental organizations (NGOs), and other entities. Within this scope, our primary objectives are:

- To conduct our operations in a manner that generates value for the community we serve.
- To actively engage in regional initiatives related to our field of expertise.
- To partner with a variety of stakeholders, including both small and large enterprises, governmental bodies, and NGOs, aiming to establish an ecosystem that benefits everyone involved.

To bolster regional engagement and influence, EDC, in partnership with INRS and the social security department of Ile de France, hosted a workshop focused on social and psychological risks in the workplace. INRS, a leading national research and training institute, boasts over 600 experts specializing in a broad spectrum of occupational hazards, including physical, mental, and psychosocial risks. We are currently in talks with both organizations to solidify our collaboration through a formal agreement. At EDC, commitment to sustainable development is woven into our vision, mission, and core values, with the school's management actively supporting faculty initiatives in ERS, both in research and pedagogy.

Annually, our faculty organizes an international conference on ERS, with the school providing full funding for this significant event. Moreover, faculty members are encouraged to lead and host ERS-related activities. In this spirit, our educators conduct workshops, organize a sustainability week at the school, and motivate ERS-focused student groups to engage in humanitarian efforts. The 2022 sustainability week, themed 'Engaged and Citizens of Tomorrow,' saw our students producing short videos to express their perspectives on sustainable development, highlighting its personal significance and their learned insights.

March 2023, the sustainability week focused on 'Equality between Women and Men: Issues and Perspectives,' featuring a round table discussion on March 10, facilitated by 'The Women's Voices,' a media platform dedicated to gender equality. This event explored actionable steps and ways for youth to actively contribute to societal change.

There are following Participants of the event:

- Fanny Benedetti serves as the Executive Director of UN Women France, a global organization dedicated to promoting equality, advocating for women's rights, and upholding international justice.
- Nadège Beausson-Diagne, an artist and activist, shares her experiences with violence in the film industry and addresses racism faced by black women.
- Estelle Colas is the Director of Make.org, a civic technology platform that initiates national discussions on gender inequality, encouraging public involvement.

In celebration of Sustainability Week and International Women's Rights Day on March 8, EDC is hosting a conference-debate on "Women Entrepreneurs." The featured speaker, Stephanie Delestre, is the CEO of QAPA, France's foremost digital platform revolutionizing the temporary employment recruitment process across various industries.

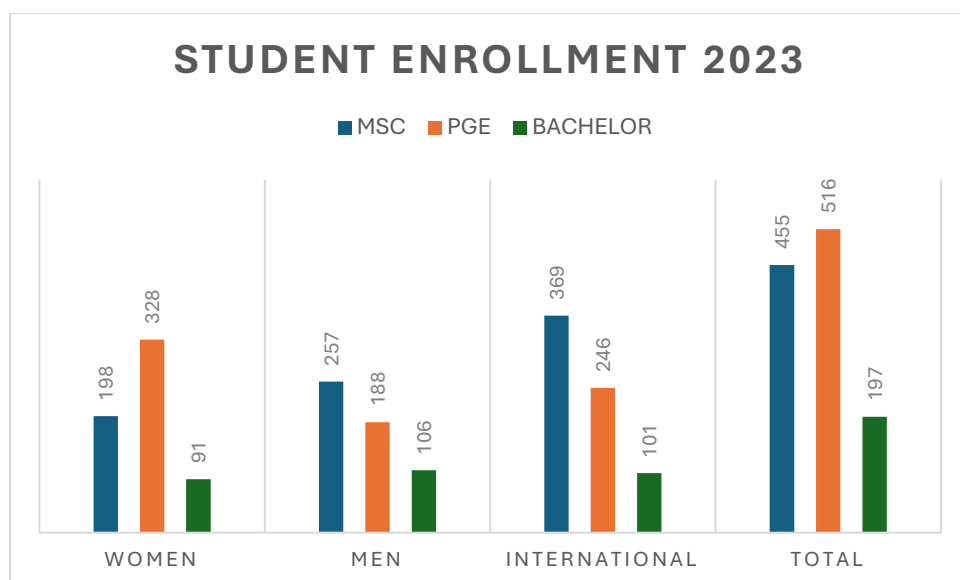
The school's social commitments reflect the expectations of diverse stakeholders. As part of the CGE, and aligned with the UN Global Compact and PRME, EDC participates in various social efforts to meet these standards. Since joining the UN Global Compact in 2016 and becoming a member of the PRME France-Benelux chapter in 2018, EDC's engagement in ERS has been a cornerstone of its identity, reflecting its philosophy, vision, mission, and values. Our adherence to the principles of the UN Global Compact is a testament to our dedication to driving societal change towards more sustainable living practices. Moreover, we've recently incorporated 'Sulitest' into our curriculum, a tool developed in the wake of the United Nations Conference on Sustainable Development (Cop21) to support the Sustainable Development Goals. Sulitest enjoys backing from an extensive network of UN bodies, prestigious academic institutions globally, and the confidence of countless contributors worldwide.

Chapter 5

Student Community

5.1 Student Enrollments

As of the 2023-year, EDC Paris Business School has enrolled a diverse group of 1,168 students across various programs. This aligns with the school's commitment to promoting flexibility in acknowledging sociocultural diversity within its community. The institution encourages a range of viewpoints and supports student engagement in projects that focus on ethics, responsibility, and sustainability.



5.2 Diversity and Inclusion

EDC Paris Business School deeply values and actively pursues inclusion and diversity across cultural, social, gender, sexual orientation, and disability spectrums. Upholding its core values, the school stands firmly against discrimination and racism. It ensures accessibility for those with physical disabilities and is committed to ongoing improvement. Training in diversity and inclusion is provided for staff and faculty to embody these values through their actions.

The school celebrates diversity within its community, with faculty members comprising 20 different nationalities, including 20 women. This reflects their dedication to imparting quality education while honoring cultural diversity.

EDC Paris Business School is dedicated to offering equal educational opportunities, supporting students from all social backgrounds, including the ones who come from families of employees, artisans, technicians, or labor workers. To aid those facing financial challenges, the school offers scholarships and financial support, with 13% of students receiving CROUS scholarships, among other financial assistance programs. This approach extends to the classroom and is evident in the makeup of the student body, with over 50% international students and 55% female students, emphasizing the school's commitment to fostering an inclusive and globally representative educational environment.

5.3 Spirit of Entrepreneurship

EDC Paris Business School stands out as a prominent institution in Entrepreneurship in France. The school nurtures an entrepreneurial spirit, which encourages both creativity and innovation, often culminating in the launch of startups and enterprises across various industries. A considerable number of our students start their own businesses post-graduation. There's a growing interest among the student body in CSR and sustainability. Additionally, many students have recently delved into sectors like the circular and solidarity economy, ecology, and fields related to health and wellness, among others.

5.4 Sustainable Entrepreneurship

Several sustainable start-up initiatives were launched by students in 2021, including:

- Cearitis, which has developed a cost-effective biocontrol system that safeguards crops with no environmental impact while minimizing crop losses and saving time for users.
- ‘Now you Know,’ a start-up combatting global warming, where Gabriel Vuong and Benjamin Maubacq have crafted an app that enables citizens to contribute to significant climate initiatives through corporate-sponsored funding.

5.5 Student Clubs




Student organizations are a fundamental aspect of the EDC Paris Business School experience. These groups coordinate numerous events throughout the year, offering a wealth of opportunities for learning, entertainment, and social networking beyond the academic setting. Below is a compilation of the various student associations and clubs available at EDC Paris Business School.






5.6 Campus Life


At EDC Paris Business School, the learning experience extends far beyond the classroom. Nestled in the dynamic urban surroundings of Paris La Défense, the campus life encourages the student body to partake in a plethora of co-curricular and extracurricular activities. These activities offer students a platform to get involved, express themselves, and pursue their passions. The campus events are largely student-driven, organized, and conducted through a variety of clubs and associations.

5.7 Student Associations

Associations serve as the crucial link between students, faculty, and the administration. Their aim is to advocate for the student body to ensure the EDC Paris Business School experience is as rewarding and enjoyable as possible.

	<p>R�ALIT�ES aims to foster a sense of humaneness and mutual support within the student community.</p>
	<p>EDC Gala Organization of annual Gala Dinner</p>
	<p>Junior Consulting Partners: This group focuses on the design and implementation of research studies within the school's domains of expertise.</p>

	<p>EDC Racing Team: Engages in participation in car and kart racing competitions.</p>
	<p>EDC Promo: Dedicated to enhancing the school's visibility by taking part in and facilitating various events.</p>
	<p>BDS (Bureau des sports) To organize various sporting events (Football, tennis, rugby, golf, horse riding etc.).</p>
	<p>Open Up To welcome and integrate foreign students at EDC.</p>
	<p>Club des Juristes Managers Brings together students who are pursuing a distance learning course in law in conjunction with EDC.</p>

	<p>Alasso des 4 vents</p> <p>Participation in the EDHEC Cruising Race.</p>
---	--

5.8 Student Community Testimonial

EDC Paris Business School is dedicated to numerous welfare initiatives both within France and internationally. It actively involved in supporting homeless individuals, organizing blood donation drives, and assisting underprivileged children in Africa and Asia. In 2022, EDC collaborated with Réalités to facilitate a student trip to El Jadida, Morocco, aimed at supporting a local school. RÉALITÉS is a compassionate organization dedicated to leading various altruistic initiatives conceived and carried out by students. Additionally, it coordinates a host of events year-round, which include:

- Humanitarian missions and educational support for children in developing countries.
- Visits to support critically ill children within France.
- The distribution of food to those in need and individuals without homes.
- Campaigns for the collection and donation of blood.



Aurore Malpart-Capinski

I think that we must sensitize students of the gravity and urgency of global warming. We need to change our habits, our lifestyles, and consumption patterns. I strongly believe that we as students are the future, and we should play our part in protecting our planet. I am currently working on my master's dissertation. I wish to study the consumer behavior towards sustainable consumption in the fishing industry. I am really indebted to my school and my dissertation supervisor for providing me the opportunity and the tools to work on such a stimulating topic.

5.9 Alumni Association

The alumni association of EDC Paris Business School, known as FORCE EDC, encompasses over 15,000 business professionals from a wide range of backgrounds. These alumni hail from every region in France and from more than 80 countries worldwide. These former students show a profound interest in the school's ongoing development and actively engage in various school services, activities, and events. The alumni network plays a pivotal role in contributing to the success of EDC Paris Business School.

Chapter 6

Faculty and Research

6.1 Teaching Philosophy

In the intensely competitive landscape of higher education, a lasting distinction cannot rely solely on one aspect. Thus, we have established a multi-faceted competency development framework, which we collectively refer to as D.I.V.E. This educational framework is infused into all our programs, ensuring every student, irrespective of their chosen program or specialization, gains from this distinct approach to competency development at EDC.

- Our students learn the intricacies of entering new markets, launching innovative products and services, and broadening the scope of their organizations. They possess the ability to spot emerging growth avenues, craft novel business models, and tap into uncharted markets. Their success in these endeavors is powered by their proficiency with digital technologies, a broad understanding of various fields, and the skill to collaborate with different stakeholders.
- In facing the complex challenges of the 21st century, our students gain a comprehensive grasp of how to optimize organizational performance with considerations for economic, social, and environmental facets.
- We foster an entrepreneurial mindset, ensuring every student feels equipped to either start their own venture or to innovate within existing enterprises, adapting to the new economic landscape or in established sectors.

6.2 Faculty Research

6.2.1 ERS at the heart of EDC's Priorities

EDC Paris Business School is steadfast in incorporating ERS into both its academic curriculum and extracurricular offerings. Mandatory courses on ERS have been established across all instructional programs of the institution. The aim is to furnish students with vital knowledge concerning sustainability and corporate responsibility matters. The school also promotes the use of 'Sulitest', a globally recognized and locally pertinent instrument designed to assess and enhance students' understanding of sustainability.

The year 2018 marked the inception of 'CSR Seeds' at EDC Paris, introducing a novel approach to integrating CSR and sustainability into the everyday activities of the school. As part of this initiative, the institution hosts workshops and lectures on ERS, enhancing faculty awareness and providing a platform for engagement with prominent speakers, academics, and practitioners who bring a variety of insights into CSR. EDC Paris is committed to bolstering collaboration with an array of international, European, and French entities, including UNESCO, UNEP, the Global Compact, PRME, Sulitest, CGE, among others, with the goal of ingraining CSR and sustainability within its strategic framework and activities.

6.2.2 Core Faculty

EDC Paris Business School views its faculty as the cornerstone of its educational ecosystem. The faculty, comprised of 48 permanent professors with diverse cultural backgrounds from various global regions, enhances the school's cultural and organizational diversity. These faculty members contribute to the school's research lab, OCRE, and span across four academic departments, playing a vital role in designing and developing the courses. The school fosters a transparent and participative working environment through various communication channels such as the intranet, newsletters, and both routine and special meetings. By streamlining and digitizing routine processes, such as leave and travel requests and student evaluations, EDC Paris Business School has become more agile, adaptable, and environmentally friendly.

The school upholds the notion that contented staff members are more effective, efficient, and driven. Emphasis is placed on fostering a friendly and supportive workplace atmosphere. The school orchestrates routine social gatherings at various organizational levels to facilitate casual conversations and exchanges among staff. Faculty members convene every Thursday for a 'café recherche' to engage in laid-back discussions. The school also promotes regular breaks for its employees. As a token of appreciation during winter and summer breaks, all staff, irrespective of their position or status, receive discount vouchers as a sign of goodwill.

6.2.3 Visiting Faculty

EDC Paris Business School considers internationalization essential to its educational mission. The institution endeavors to give students global exposure through international internships, dual degree programs, and summer camps, which have gained popularity within the student body. Currently, the school is working on finalizing several new agreements, which were previously delayed due to the COVID-19 pandemic. It is anticipated that by the end of the

2021-22 academic year, the school will be able to offer an increased number of dual degree programs.

Additionally, EDC Paris Business School places a high priority on fostering robust relationships with its partner universities and business schools. The school focuses on enhancing faculty collaboration in both teaching and research. In the 2023 academic year, the school welcomed 6 visiting professors, with each typically delivering a 30-hour course. This initiative also supported the mobility of seven faculty members to one of the partner institutions. Although international mobility faced challenges due to the pandemic over the last two years, efforts are being made to revive and broaden these international exchanges. The international faculty exchange programs have been very successful and have significantly contributed to the enrichment of academic programs and practices at the school.

6.3 Research Themes at EDC Paris

At EDC Paris Business School, generating new knowledge is a central activity. The school has shown continuous improvement in creating high-quality and abundant scholarly work, as demonstrated by faculty publications in leading academic journals. To facilitate this, EDC Paris Business School has established an environment that fosters knowledge creation by providing scholars with the necessary time, resources, and freedom to fully dedicate themselves to research.

Aligned with the school's principles and outlook, and under the leadership of Professor Zied Ftiti the OCRE research laboratory conducts research that yields practical, academic, and educational benefits, focusing on real-world business applications. The laboratory prioritizes four primary research areas:

Axis 1 : Entrepreneurship & Business Development

- Entrepreneurship, Innovation and Artificial Intelligence ;
- Sustainable Entrepreneurial Impact ;
- Fostering Entrepreneurial Ecosystem

Axis 2 : Consumption, Technology, Sustainability & Luxury Marketing

- Luxury ;
- Digital and IT ;
- Sustainable Marketing

Axis 3 : Financial Modeling & Business Ethics

- Business Ethics and CSR ;
- Capital structure, Auditing and Accounting ;

- Financial Modeling and Risk Management

Axis 4 : Organizational Strategies & Operation Management

- Sustainable Management ;
- Management and Operation ;
- HR and Organizational Behaviour

The research focus at EDC Paris Business School's research lab, OCRE, interweaves the expertise of the faculty with the lab's research aims, guided by three principal objectives:

a. Expanding Scientific Output:

OCRE has seen a notable increase in scientific production, both in terms of volume and excellence. This enhancement is reflected in the wide range of publications, communications, case studies, and books authored by research professors, which showcase the extensive variety and high quality of their research.

b. Strengthening the Research-Teaching Nexus:

Forging strong connections between research and teaching is a key goal for OCRE, where the educational impact of research is manifested in the development of new courses and the incorporation of research findings into the curriculum. OCRE has been developing EDC case studies since 2012, and many research professors have been recognized with awards for their outstanding contributions.

c. Building Corporate Relationships:

OCRE's research agenda lays out shared research programs that facilitate the flow of ideas between academia and industry, fostering relationships with the business sector.

Faculty members convene regularly in sessions co-led by the research director to:

- Collaboratively focus on the school's key research areas, exchange best practices and knowledge, and advance intellectual contributions that align with the highest global standards.
- Engage with distinguished researchers who visit to share their specialized knowledge on selected themes or methodologies.
- Exchange perspectives with partner research labs, such as Thema from the University of Cergy-Pontoise.

6.4 ERS Themes in Faculty Research Initiatives

At the core of the research agenda at OCRE are key areas of ethics, corporate responsibility, and sustainability. These pillars are not just additive but are intricately woven into the fabric of each research dimension the lab explores. Researchers engage robustly in studies surrounding CSR and sustainability, tackling a plethora of pertinent topics such as CSR disclosure, sustainable business practices, socially responsible entrepreneurship, and the circular economy. This focus underscores the commitment to research that not only advances academic discourse but also holds significant practical relevance.

6.4.1 Creating Meaningful Research Outcomes

Meaningful research involves transforming scholarly efforts into practical, applicable knowledge for a diverse range of stakeholders within the business school community, including students, companies, relevant organizations, and society at large. Research that drives impact requires active involvement with real-world applications and a collaborative approach with stakeholders to develop solutions for tangible issues. Highlighted here are some of the latest research projects conducted by our faculty, which align with the UNGC and PRME principles.

6.4.2 Addressing Climate Change and Sustainability

Confronting global climate change, one of the foremost challenges of our time, our researchers are uncovering new avenues for sustainable innovation that consider the social and environmental repercussions. Presented here are various research initiatives that are currently underway or have been published in this critical field.

- Ben Zaied, Y., Ben Lahouel, B., Shunsuke, M., Taleb, L. (2021) “Does ICT change the relationship between total factor productivity and CO2 emissions? Evidence based on a nonlinear model” *Energy Economics* CNRS (rang 2) publication en ligne juin 2021.
- Ben Zaied, Y., Ben Lahouel, B. (2021) “Does environmental CSR performance matter for corporate financial performance? Evidence from panel quantile regression” *Economics Bulletin* CNRS (rang 3) accepté en attente de publication.
- Ben Zaied, Y., Ben Cheikh, N. (2021) "A new look at carbon dioxide emissions in MENA Countries" *Climatic Change*, CNRS (rang 3) publication en ligne juin 2021.
- Atif Khan, M., Bottura, M., Yasin, R. (2023) “Public issues and public expectations: Disentangling responsibility discourse dimensions in CSR and sustainability books” *European Management Journal* (ABS 2) publication en ligne juillet 2023.

- Atif Khan, M., Agarwal, R. (2023) “Early adopters of institutional creativity in integrated reporting” Review of Accounting and Finance (ABS 2) publication en ligne novembre 2023.
- Ben Zaied, Y., Afshan, S., Yaqoob, T., Managi, S. (2023) “Insights into the efficiency of China’s green energy policies” Journal of Cleaner Production FNEGE (rang 2) publication en ligne novembre 2023.
- Ben Zaied, Y., Ben Cheikh, N., Nguyen, D.K. (2023) “Understanding energy poverty drivers in Europe” Energy Policy FNEGE (rang 2) publication en ligne septembre 2023.
- Ben Zaied, Y., Ben Cheikh, N. (2023) “Renewable energy deployment and geopolitical conflicts” Journal of Environmental Management (ABS 3) Vol. 344, October 2023.
- Ftiti, Z., Zenaidi, A., Mensi, Y., Louhichi, W., Jeriji, M. (2023) “ESG dimensions, firm performance and corporate governance systems” International Journal of Business Governance and Ethics (ABS 2) publication en ligne septembre 2023.
- Vinçotte, E., Minchella, D., Joffre, C. (2023) «Comment un serious game peut-il améliorer l’engagement et l’expérience d’une prise en charge hospitalière d’enfants ? Le cas du ‘Héros, c’est toi’» Management & Avenir FNEGE (rang 3) 2023/5, N°137, octobre 2023, pp. 41- 63.

6.4.3 Gender Diversity Issues

It is recognized that there is a gender imbalance at senior management level, particularly in developing as well as developed countries. Research conducted in EDC PBS highlights the importance of gender equality and women rights, and has direct relevance to management practice and policymakers.

Gull, A., Issa, A., Atif, M., and Ahsan, T. (2021) 'Gender Diversity in Boardrooms and Corporate Financial Performance: Evidence from the Male-dominated Society of Qatar', Question de Management, FNEGE 4, 2021/36

6.4.4 Women Entrepreneurship Trends

Women entrepreneurs make important contributions to economic development, but in developing countries, they are disadvantaged by numerous socio-cultural factors. Research conducted at OCRE indicates the barriers and impediments faced by women entrepreneurs in developing countries. Further, our researchers have highlighted the benefits of ensuring women having equal opportunities to start and sustain their businesses.

- Duyon, R., Paradas, A. (2020) "La sensibilisation des entrepreneurs à la RSE par les structures d'accompagnement au travers de la création de sens" *Revue Internationale de Psychosociologie et de gestion des Comportements Organisationnels (RIPCO)*, CNRS (rang 4), 2020/65, Vol. XXVI, novembre 2020, pp. 41-68.
- Duyon, R. (2020) "Les caractéristiques de l'entrepreneuriat culturel et créatif dans le contexte malien" *Revue Internationale PME, CNRS (rang 4) / FNEGE (rang 3) Vol. 33, n°3-4, décembre 2020, pp. 81-103.*
- Vinçotte, E., Khelladi, I., Castellano, S. (2023) "The role of social intrapreneurship and serious games in generating social innovation in the healthcare sector" *International Journal of Entrepreneurial Behavior & Research (ABS 3)* publication en ligne novembre 2023.

6.4.5 New managerial & Societal trends

The social and physical constraints and lockdowns due to COVID-19 have highlighted the need for remote organization and teleworking. Some of the recent research conducted at OCRE highlights the process to introduce this new work style in the company and particularly in society at different levels.

- Diard, C., Hachard, V. (2021) "Mise en œuvre du télétravail : une relation managériale réinventée ?", *Gérer et Comprendre, CNRS (rang 4) / FNEGE (rang 3) n° 144, juin 2021, pp. 38-50.*
- Mushtaq, R., Bhutta, A.I., Sultan, J., Sheikh, M.F., Sajid, M. (2023) "The performance of business groups during institutional transition and economic downturn in a Developing Country" *International Journal of Emerging Markets (ABS 1)* publication en ligne février 2023.

6.4.6 Challenges in Creating Sustainable Supply Chains

Global procurement is facing mounting pressures which necessitate the adoption of operations that are low-impact, ethically conscious, and cost-effective within supply chains. Our researchers are engaging with international partners across Asia and Europe to explore sustainable supply chains. The primary goal of our study is to uncover innovative opportunities in processes and operations that can render supply chains more environmentally sustainable and ethically sound.

- Atif Khan, M., Fontana, E., Gull, A. (2021) "Corporate social responsibility decisions in apparel supply chains: The role of negative emotions in Bangladesh and Pakistan" *CSR and Environmental Management FNEGE* (rang 3) publication en ligne mars 2021.
- Fracarolli Nunes, M., Lee Park, C., Laureano Paiva, E. (2020) "Can we have it all? Sustainability trade-offs and cross-insurance mechanisms in supply chains" *International Journal of Operations and Production Management, CNRS* (rang 2) / *FNEGE* (rang 2) publication en ligne juin 2020.
- Fracarolli Nunes, M., Lee Park, C., Muratbekova-Touron, M. (2021) "Insider's corruption versus outsider's ethicality? Individual responses to conflicting institutional logics" *International Journal of Human Resource Management FNEGE* (rang 2) publication en ligne juillet 2021.

6.5 Collaborative Research Engagements

The OCRE laboratory maintains enduring partnerships with numerous Parisian institutions, bolstered by researchers' personal connections which often lead to joint publications. Specifically:

OCRE and THEMA from the University of Cergy Pontoise work in close collaboration on various topics including ERS. They hold a collaborative research workshop annually, with hosting duties alternating between EDC and the University of Cergy Pontoise.

At IAE de Paris, three research professors from EDC PBS are linked with GREGOR and contribute to the "Brands and Values" and "Entrepreneurship, Territory and Innovation" initiatives.

ESCCA Paris and the EDC Paris Business School jointly hosted the 2nd Financial Economics Meeting, focusing on "Crisis Challenges (FEM-2021)," in Paris, France, during July 2021 at the EDC Paris Business School.

6.6 Featured Publications in Distinguished Journals

During the 2021-2024 academic year, EDC professors proposed special editions for notable journals and also conducted a number of conferences on sustainability:

- a) "Sustainable Finance: New Trends, Environment, and Social Changes" in the 'Sustainability' journal, with guest editing by EDC's Prof. Zied Ftiti and Prof. Younes Ben Zaied. For more information, their work can be found at the following link:

[https://www.mdpi.com/journal/sustainability/special_issues/finance_trend_environment_social_change].

- b) Another special issue titled "La Finance durable en question" in the 'Questions of Management' journal, guest-edited by Prof. Younes Ben Zaied from EDC Paris BS. 2021
- c) The 6th Edition of Ethical Finance and Sustainability (EFS) Conference (EFS-2023), jointly organized by the EDC Paris Business School and CY Paris Cergy University, will take place on 01-02 June 2023 at the EDC Paris Business School, Paris, (France).
- d) A special issue "Business Ethics & CSR: Perspectives in a Time of Crisis" in the "Business Ethics, Environment and Responsibility" Journal was edited by Douglas CUMMING & Zied FTITI in 2023.
- e) The 7th Edition of Ethical Finance and Sustainability (EFS) Conference (EFS-2024), jointly organized by the University of Leeds (UK), EDC Paris Business School and CY Paris Cergy University, will take place on 15-16 May 2024 at the University of Leeds, (UK).

6.7 Student Dissertations in ERS in 2021-2023

Listed below some of the student dissertations in ERS domain:

- How has the lack of transparency of information on overfishing changed our consumption habits?
Aurore Malpart-Capinski, final year student, International Business
- How to integrate eco-design of digital tools into the company's CSR policy?
Lise BERTHEL, 5th year student, E-Business
- Reducing the environmental footprint of digital tools within a large company
Justine Morand, 5th year student, E-Business
- Measuring the impact of CSR engagement on the company performance.
Sabine Roy, 5th year student.
- Inciting customers to buy responsible fashion items".
Anabelle Lance, 2023
- The environmental impact of the 3PL industry: Staying competitive while implementing sustainability in their activity
Plaindoux Mélissa, 2023

Testimonial



"The development of sustainable practices within academic institutions around the world has been the subject of important pedagogical programs and scholarly investigations over the last three decades. As a researcher at EDC Paris Business School, I'm interested in sustainable development particularly the impact of CSR engagements on the financial performance of companies. My research is also intended to highlight the drivers and the consequences for developing environmental concerns in governmental and institutional priorities. One of my recently published article "A new look at carbon dioxide emissions in MENA Countries" in the journal Climate Change, 2022, sheds light on the dynamic relationship between carbon dioxide (CO2) emissions and income growth for the Middle East and North African (MENA) region."

Younes Ben Zaied

Professor of Finance at EDC Paris Business School

6.8 Start-ups in ERS domain

Mentioned below are a couple of sustainable start-up projects started in 2021-22 by our students:

Cearitis offers an innovative biocontrol system that is less expensive than the offers available in market. It protects the fields with zero environmental footprint, reduces crop losses and user time.

The startup 'now you know' fights global warming. Gabriel Vuong and Benjamin Maubacq have created an application that allows citizens to finance high-impact climate projects with the help of corporate funding.

Chapter 7

Sustainable Practices in Curriculum of EDC Paris

7.1 Introduction

The objective of this report is to measure and improve the responsible management education (RME) impact. RME is an umbrella term that encompasses a diverse array of philosophies and policies ‘seeking to develop people who will help their organizations create inclusive prosperity while promoting freedom, justice, and peace within regenerative and resilient natural ecosystems. The UN Global Compact is a major strategic policy initiative to encourage businesses to align their operations and strategies with ten universally accepted principles in the areas of human rights, labor, environment, and anti-corruption. The initiative inherently recognizes the role of business in long-term global sustainability and is aimed to help ensure that markets, commerce, technology, and finance advance in ways that benefit economies and societies everywhere. With more than 10,000 corporate participants and other stakeholders from more than 130 countries, it is the largest voluntary corporate responsibility initiative in the world. (www.unglobalcompact.org/).

The PRME is a UNGC initiative founded in 2007 to raise the profile of RME through Seven key Principles focused on serving society and safeguarding our planet. Business-focused higher education has a crucial role in training future business leaders with the skills needed to manage through the ever-changing requirements related to sustainability and social responsibility. RME is taking hold in mainstream global business education and practice. More and more undergraduate and graduate programs, schools, institutes, and non-credit certificate programs are focusing on sustainability and social responsibility across the USA and Europe to meet growing student and industry demands.

We at EDC Paris Business School are focusing on assessing the tangible and intangible benefits that we bring to the local community, including economic impact, educational impact, business development, intellectual contribution, and image enhancement. Our objective is to not only measure but also to improve and to communicate the specific impacts that we have on our stakeholders. In the current report, the RME impact was measured by considering the EDC Paris Business School undergraduate program. This study evaluated the total 32 business

courses offered to undergraduate students and measured the RME impact by considering the dual materiality concept.

From a theoretical point of view, we get inspiration for our current report from the concept the 'dual materiality'. Dual materiality in sustainability refers to the recognition that there are two aspects to the materiality of information that organizations need to consider: financial materiality and ecological and social materiality. Financial Materiality: This pertains to how sustainability issues affect the financial condition or operating performance of an organization. It concerns the investors and the financial markets, focusing on information that could impact investment decisions and the financial returns of the company. Environmental and Social Materiality: This aspect acknowledges the impact that an organization's operations have on the environment and society. It is broader and considers the consequences of a company's activities on external stakeholders and ecosystems.

Dual materiality emphasizes that businesses need to report and act not only on issues that are financially material in the short term but also on those sustainability matters that significantly affect the environment and society, which could, in turn, influence the long-term viability of the business. This approach encourages companies to integrate both sets of materiality concerns into their sustainability reporting and strategic planning. The EU's Non-Financial Reporting Directive (NFRD) and the Sustainable Finance Disclosure Regulation (SFDR) are examples of regulatory frameworks that embody the dual materiality principle, requiring companies to disclose information on how sustainability issues affect their business and how their business affects sustainability matters.

Therefore, by considering the concept of dual materiality in sustainability, we evaluated the RME impact on business education and considered the EDC Paris bachelor program as a unit of analysis. This report can also provide implications for the business schools and provide a framework by which they can measure the RME impact. Along the side, this study also provided recommendations by which this sustainability impact further can be enhanced.

7.2 Tools and methods of measurement

7.2.1 Measurement Strategy

This report adopted the approach proposed by Painter-Morland, Sabet, Molthan-Hill, Goworek, and de Leeuw (2016). This study explains that business schools adopt the approaches of piggybacking, digging deep, mainstreaming, and focusing approach to integrate sustainability

in business education. Piggybacking refers to adding a module of sustainability in the existing offered subject, whereas digging deep means offering a full standalone course related to sustainability for business degree students. It has been observed that at EDC Paris Business School, both approaches of integrating sustainability (piggybacking and digging deep) are applied.

However, we further classified the courses into four distinct categories no-impact; no session delivered on sustainability in referred course, low impact; courses in which less than 20% of the course was related to sustainability, medium impact courses; 20-50% of courses contents were related to the sustainability and high impact courses; more than 50% of the course content was of sustainability. Low-impact courses and medium-impact courses were adopting the approach of piggybacking whereas, the high-impact courses were classified in the digging deep category.

7.3 Inclusion and exclusion criteria of courses

At EDC Paris Business School, three types of courses are offered in broad terms, i.e. languages & soft skills, corporate development and relations, and the core courses on business education. Undergraduate degree program in English track was selected for the analysis. The data showed that 78 different courses are offered for the undergraduate programs. Language & soft skills and corporate development courses were excluded because of their limited relevance with sustainability. Therefore 32 courses of business education were selected.

7.4 Data Analysis Technique

For each subject analysis, four variables named no-impact, low-impact, medium-impact, and high-impact, were generated. These variables were binary, for each course, if it qualifies for this classification, it was rated as 1, if does not qualify, it was rated as 0. Frequency analysis was used to measure the impact. In the first step, the results were presented for each division such as management & strategy, finance, marketing, and entrepreneurship. In the second step, an overall analysis was presented.

7.5 Data Analysis and Results

7.5.1 Courses Classification

Figure 1 presents four academic departments and the respective number of courses each offers. In our analysis, the Business & Strategy department offered the majority of the courses, with a total of 13 (40.6%) out of 32. The 10 courses offered by the Finance department were also

included in our analysis. The Marketing department offers 5 courses, while the Entrepreneurship department offers the fewest, with 4 courses.

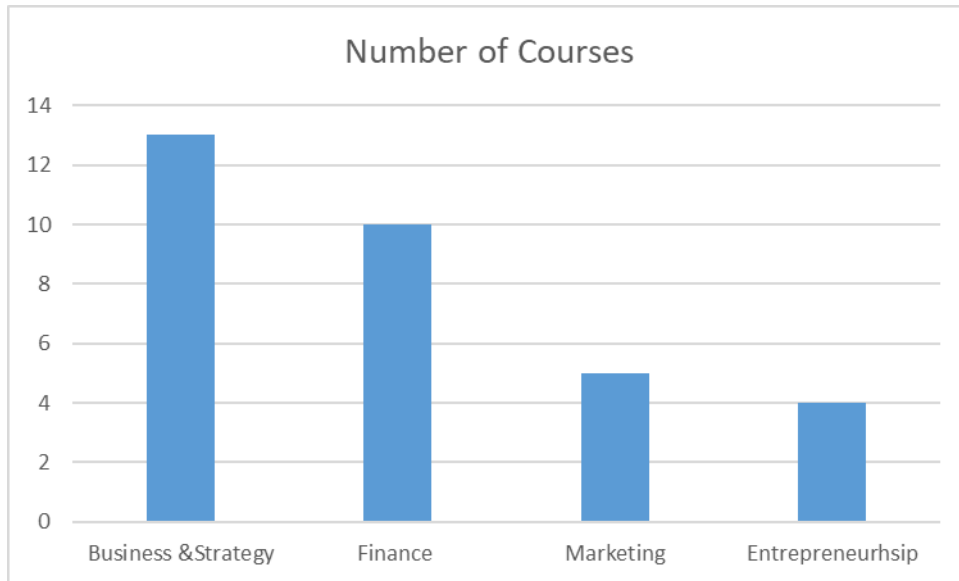


Figure 1: Courses Classification

7.5.2 Sustainability Impact Measurement in each department

Figure 2 categorizes courses offered by four academic departments based on their sustainability impact level: No-Impact, Low-Impact, medium-impact, and High-Impact.

The Business & Strategy department offers a total of 13 courses: 8 with no impact, 3 with low impact, 1 with medium impact, and 1 with high impact.

The Finance department offers 10 courses: 9 with no impact and 1 with low impact.

The Marketing department offers 5 courses, with 4 classified as no impact and 1 as low impact.

The Entrepreneurship department offers 4 courses, with 1 in the no-impact category, 2 in low impact, and 1 in high impact.

In summary, Finance has the most courses rated as having little impact on sustainability, while Entrepreneurship has a relatively more balanced distribution across sustainability impact levels, including the only high-impact course outside of Business & Strategy. Marketing and Finance do not offer courses with medium or high impact.

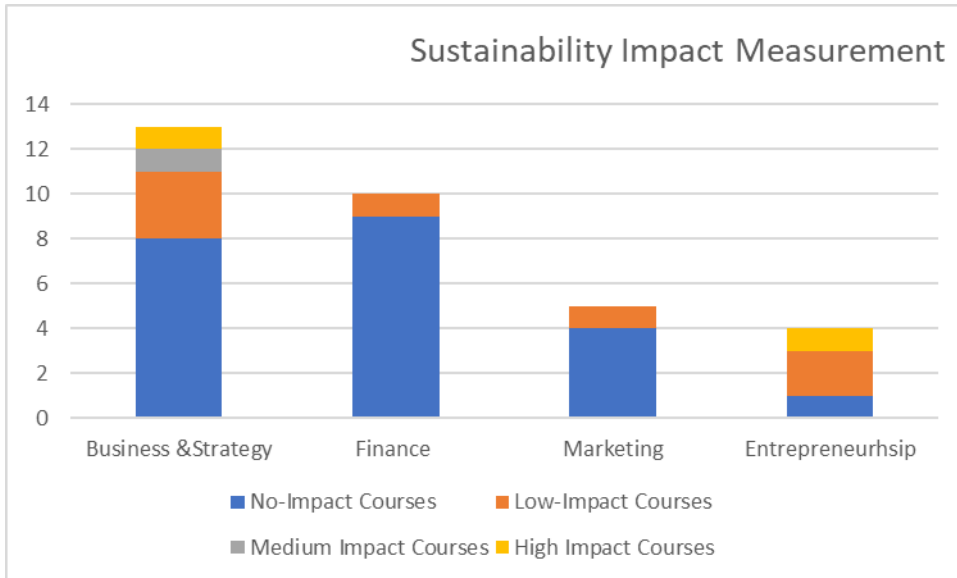


Figure 2: Sustainability Impact measurement across departments

7.5.3 Overall Sustainability Impact Measurement

Figure 3 categorizes business courses according to their level of sustainability impact. Out of a total of 35 courses, the majority, 23 courses, are classified as having no sustainability impact. Meanwhile, there is an equal distribution of 5 courses each that are considered to have a low or medium sustainability impact. Additionally, 2 courses are recognized as having a high sustainability impact. This suggests that while the focus on sustainability impact exists within the business curriculum, it is not the predominant theme, with a significant number of courses not incorporating sustainability impact considerations into their content.

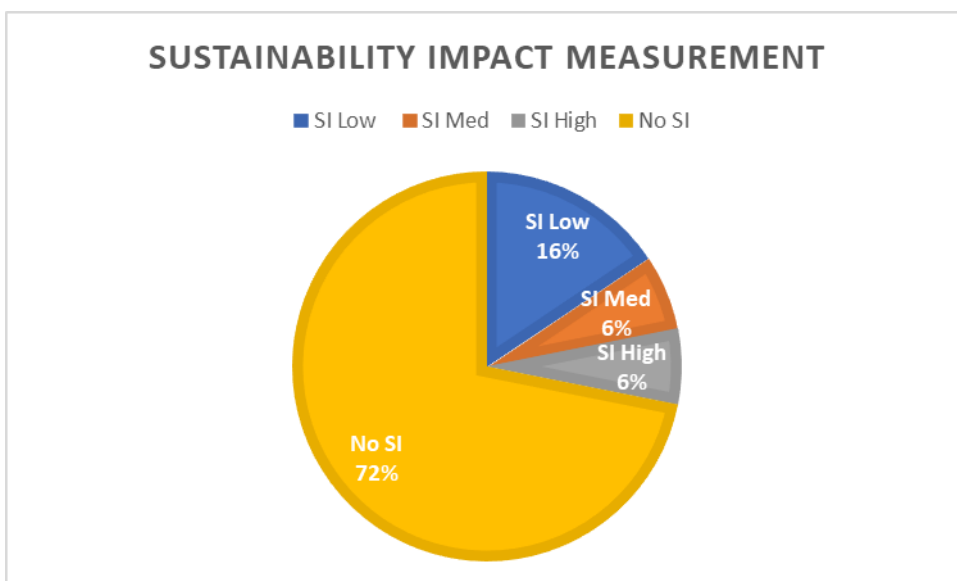


Figure 3: Overall Sustainability Impact

7.6 Implications and suggestions

This report delves into the critical examination of sustainability's influence on business education, focusing on its integration within the EDC Paris Business School. Sustainability, a principle increasingly recognized for its importance in contemporary business practices, has been woven into the core mission of EDC Paris Business School. This integration signifies a pivotal shift not only in the school's strategic direction but also in its operational practices. Most crucially, the embedding of sustainability into the curriculum of business education stands as a testament to the school's commitment to fostering a new generation of business leaders who are not only adept in traditional business acumen but are also profoundly conscious of their role in promoting sustainable development.

The necessity of this integration stems from the growing awareness of the environmental, social, and economic challenges that the world faces today. By prioritizing sustainability, EDC Paris Business School not only aligns its objectives with global sustainability goals but also positions itself as a pioneer in molding responsible business leaders. The impact of such an educational approach is twofold: it enriches the student's learning experience by instilling in them the values of sustainability, and it prepares them to apply sustainable practices in their future careers, potentially leading to transformative changes in the business landscape and the wider community.

Furthermore, by enhancing the focus on sustainability within its curriculum, EDC Paris Business School not only fulfills its mission but also contributes significantly to the broader dialogue on sustainability in business education. This approach encourages a radical rethinking of business practices, urging future leaders to consider the long-term implications of their decisions on the planet and society. In doing so, the school not only impacts the students and the immediate community but also sets a precedent for how business schools worldwide can integrate sustainability into their educational offerings, thereby contributing to a more sustainable future for all.

The results of the current study revealed that there is 6 percent of courses have a high sustainable impact, 6 have a medium sustainable impact and 16% of courses have a low sustainable impact. By applying the systemic institutional integration of an organization's ethics, social, governance, and environmental performance issues into business schools (Painter-Morland et al., 2016), we wish to enhance our sustainable impact in our teaching.

The framework proposed by Painter-Morland et al. (2016) outlines four distinct practices for integrating sustainability into the curriculum of a business school. Here are the implications for the business school based on each practice:

Practice I - Piggyback: By integrating sustainability into existing course structures through individual sessions or modules, the school can ensure that sustainability concepts are introduced without overhauling the entire curriculum. This method allows for a seamless blend of traditional business education with sustainability principles. It also means that faculty members can incorporate sustainability into their existing expertise areas with minimal disruption.

Practice II - Digging Deep: The development of new stand-alone modules dedicated to sustainability indicates a deeper commitment to the subject. This requires more resources and planning but has the potential for a more profound impact on students' understanding. It shows a recognition of sustainability as a field worthy of focused study, which could attract students and faculty interested in specialized sustainability topics.

Practice III - Mainstreaming: Integrating sustainability within existing structures but emphasizing a broader, cross-curricular perspective indicates a strategic approach to embed sustainability across the entire curriculum. This practice implies that sustainability is not a separate add-on but a key component of all business education. It may require a cultural shift within the institution and a rethinking of course content, learning outcomes, and assessment methods.

Practice IV - Focusing: The integration of sustainability through new cross-disciplinary offerings that are required for all business school students suggests a transformative approach. Making sustainability-related courses mandatory for all programs signals the school's dedication to producing graduates who are well-versed in sustainability issues. This approach may attract prospective students who are passionate about sustainability, differentiating the institution in the market.

For the EDC Paris business school, these practices could mean several things:

- a) A potential rebranding as a leader in sustainability education within the business school landscape.
- b) A need to invest in faculty development to ensure they are equipped to teach sustainability concepts.

- c) A requirement to revise learning outcomes and competencies across programs to include sustainability measures.
- d) The possibility of forming new partnerships with organizations and industries focused on sustainability, enhances the practical aspect of education.
- e) An opportunity to attract a new demographic of students who prioritize sustainability in their education and career choices.

Overall, each practice offers a different level of integration and focus on sustainability, affecting the EDC Paris Business School's strategy, resource allocation, faculty and student engagement, and external partnerships. The choice of practice will define our institution's sustainability profile and its role in shaping future business leaders' understanding of the importance of sustainable practices.

7.7 Future Research Agenda

This report presents a comprehensive analysis of sustainability's influence on business education at EDC Paris Business School by employing the dual materiality concept in RME. We conducted a thorough evaluation of sustainability impacts by scrutinizing the course outlines within the undergraduate programs. To achieve this, we systematically measured and quantified the extent to which sustainability is embedded within the curricula, providing a baseline understanding of the current state of sustainable education.

Looking ahead, our research methodology will extend to the master's Programs at EDC Paris Business School. This future work will aim to further quantify the sustainability impact and broaden our understanding of how these advanced programs incorporate the dual materiality concept.

The present study utilized a quantitative research methodology, which offered an objective metric-based evaluation of the course outlines. However, future studies are slated to take a qualitative turn. We plan to conduct in-depth interviews with the business school faculty to delve into the nuances of how sustainability concepts are integrated into their curriculum. This qualitative approach will allow us to capture the educators' insights and pedagogical strategies regarding sustainability.

Moreover, while this report is grounded in data gleaned from course outlines, subsequent investigations are set to examine the downstream effects of sustainable education on students' awareness and behaviors regarding sustainability. This will involve multi-level research,

collecting data not only from faculty and course documentation but directly from students as well. The aim is to establish a correlative, if not causal, relationship between the quality of sustainable education provided and the sustainability performance exhibited by students. This holistic approach will shed light on the efficacy of sustainability education at EDC Paris Business School and its actual impact on shaping future business leaders' sustainable practices.

Chapter 08

Commitment to ERS

In order to ensure that EDC Paris Business School's commitments to ethical standards, responsibility, and sustainability are not only promises but actions put into practice, the institution is creating a specialized ERS division. This team will consist of highly driven individuals hailing from a broad spectrum of cultural and professional backgrounds, reflecting the school's dedication to inclusive excellence. By doing so, the school aims to lead by example in embedding ERS values deeply within its organizational culture, curriculum, and everyday operations. This initiative also represents the school's understanding that diverse perspectives are crucial to advancing sustainability and ethical practices in the dynamic landscape of business education.

8.1 ERS Manager

Muhammad Atif Khan is tasked with advancing the ERS initiative. His role involves generating innovative concepts, orchestrating various activities and projects, and forging meaningful connections with key stakeholders.

8.2 ERS Committee

The committee is assigned to set strategic directions and goals within the realm of ERS and will keep track of progress indicators to assure that pledges are honored and active participation is maintained. The committee will consist of the Academic Director, the ERS Manager, a professor from EDC, an adjunct faculty member, and a student representative.

8.3 Territorial Engagements

EDC Paris Business School pledges its commitment to meaningful involvement with regional entities, including government bodies, businesses, non-profits, and other organizations. The focal points of this engagement are to conduct operations in a manner that respects local cultures and values, to actively participate in community initiatives, and to collaborate with diverse stakeholders to build a beneficial ecosystem for all.

8.4 Social Engagements

Acknowledging the interdependence between academia and society, EDC Paris Business School recognizes the importance of adhering not just to laws and regulations but also to

societal norms and values. The school's societal commitments reflect a broad spectrum of stakeholder expectations and as a participant of the CGE, the Global Compact, and PRME, the school undertakes numerous social endeavors to meet these societal roles.

8.5 Community and Welfare Projects

EDC Paris Business School is devoted to a range of humanitarian initiatives both within France and internationally. The institution is actively involved in supporting the homeless, organizing blood donation drives, and improving the lives of underprivileged children across Africa and Asia. EDC Paris Business School provides a variety of scholarships and financial aid to its students, with scholarships typically allocated based on need and merit, and grants available to those experiencing economic hardship to help fund their education. In the academic year of 2019-2020, the school awarded over 200 students with such financial support.

8.6 Environmental Engagement

Aligned with the UNGC and the PRME, our school is dedicated to incorporating environmental stewardship into its core actions and strategies. We are actively pursuing a reduction in our ecological impact by managing the consumption of resources such as water, electricity, fuel, gas, and paper more sustainably.

We transitioned to a new, eco-friendly campus at La Defense, embodying our commitment to environmental excellence. This campus is developed to surpass the highest standards of eco-friendliness, ensuring that our students, faculty, and researchers experienced the best working conditions while upholding our sustainability ethos. The design features priorities in safety, minimizing our ecological footprint, maximizing natural light utilization, and enhancing noise pollution and waste management.

Water dispensers are installed across the campus to encourage the use of refillable water bottles and reduce waste. The water is not only for drinking but also for culinary, sanitation, and general usage in facilities such as kitchens and restrooms. Our facilities are upgraded with high-efficiency fixtures to significantly reduce water usage across these applications.

8.7 Energy Consumption

The school's energy use is primarily composed of electricity supplied by EDF, and efforts are underway to lessen this consumption. The upcoming campus will be outfitted with energy-efficient LED lighting that also incorporates motion sensors in various areas such as classrooms and offices to diminish energy use. These LED systems not only consume less energy but are

also designed to last for more than 50,000 hours. Additionally, significant strides have been made to maximize the utilization of natural light whenever possible.

Both students and employees are advised to turn off lights in spaces that are not in use to support our overarching energy efficiency goal, which is in line with the CE 874/2012 standard, targeting a rating between A and A++. We are seeing an uptick in the use of rechargeable and plug-in devices, prompting us to recommend using sleep or standby modes when devices are not in active use, and to completely power them down during extended periods of inactivity. It's also suggested to disconnect the devices once fully charged to extend their battery longevity.

Additionally, a staff member is tasked with conducting evening inspections to ensure all lights are switched off. Before weekends and holidays, a thorough review of the lighting and heating systems is conducted to deactivate non-essential appliances and heating to conserve energy. The school is actively working to curtail heating consumption by maintaining reasonable temperature settings, ranging from 19 to 23 degrees Celsius, in all offices and teaching areas. The new campus will have a central heating system, meticulously regulated to ensure a comfortable working environment and to maximize heating efficiency.

8.8 Waste Management

EDC Paris Business School's waste management philosophy is anchored in the three R's: Reduce, Reuse, and Recycle. The institution upholds the belief that preventing waste is more efficient than dealing with waste after its creation. By prioritizing resource reduction and repurposing, the school aims to significantly lessen its environmental footprint.

Efforts to 'Reduce' include cutting down on resource consumption, replacing inefficient technologies and products with more effective ones, and transitioning in-person activities to online platforms where feasible.

The 'Reuse' initiative focuses on repairing and refurbishing products with faulty parts rather than discarding them, and innovating new applications for products that are no longer fit for their original use, or donating them to individuals or organizations in need.

For 'Recycle', the school is committed to selecting products with minimal packaging, segregating waste to ensure proper composting and recycling, and actively utilizing recycled materials.

Consistent with these sustainability principles, the school has donated outdated but functional furniture, equipment, and materials from the old campus to charitable organizations, reinforcing its commitment to a waste-reducing lifecycle.

8.9 Paper Consumption

The paper consumption is mainly related to the printing for administrative, teaching and research activities. The school is presently considering various measures, details of which can be found in green scan initiative, to reduce its paper consumption. Further the printers and copiers are not individual and are installed in dedicated rooms. Each printout displays the production costs in order to raise user awareness.

8.10 Reduction of ecological footprint

The school is determined to reduce its ecological impact. In 2018 we undertook the Green Scan Initiative, a plan to reduce our ecological impact by mobilizing our 3R strategy. The objective of this exercise was to highlight the activities wherein there is a room for improvement with respect to our wider commitment to sustainability. Further various actions were proposed to improve our ecological performance in the highlighted domains. The measures under consideration include:

8.10.1 Printing and paper consumption

- Use less printed material for teaching and other pedagogical activities.
- Use more electronic formats for thesis/dissertations/reports (Student dissertations are no more printed).
- Encourage permanent and visiting professors to use various tools (emails, 'blackboard', websites etc) to distribute teaching aids online.

8.10.2 Low impact printing

- Reduce the number of print outs for reports, cases, and articles.
- Encourage electronic formats.
- Encourage 2-side printing.
- Reduce the number of print outs for in-class activities including case studies, exercises and other support materials.
- Recycled paper to be introduced, for in-class printing needs.
- Encourage Intelligent formatting to reduce ink and paper consumption.

- Data collection of per/head paper consumption.
- Encourage students to take note electronically.

8.10.3 Recycling and composting

- Graphic/visual explanation of recycling and composting.
- Installation of separate bins for recyclable and compostable materials. The new campus will be equipped with different types of bins (paper, plastic, metal).
- We are thinking to install collection boxes for used batteries and cells.
- All of our food service providers use recyclable materials (cups, cutlery...).
- Campuses are equipped with glass containers to limit single-use cups.

8.10.4 Reduction of disposable items

- Personal glass bottles and mugs.
- Re-usable cutlery.
- Installation of more water dispensers.
- Energy consumption
- Efficient lighting and heating check before the week-ends and holidays.
- Plugging-out various appliances and devices before long breaks.
- Encourage public transport and promote carpooling services for students and staff.

8.11 Responsible Buying

We uphold ethical and eco-friendly business practices in our procurement of goods and services. Our preference leans towards products that are sourced locally, especially those manufactured within France. Whenever feasible, we opt for recycled products. Additionally, we consolidate our orders to the greatest extent feasible to minimize our environmental footprint.

8.12 Our Ethical Responsibility

At EDC Paris Business School, our entire community, including faculty, staff, and students, is dedicated to following a comprehensive ethical policy in line with the principles outlined by the UN Global Compact and PRME. These guidelines allow us to incorporate environmental, social, and ethical considerations into all our decision-making processes. We hold the conviction that every individual can make a positive difference within our institution, the broader society, and the environment. We actively promote and sustain a culture of constructive

conversations among students, faculty, staff, and various stakeholders about ethical, responsible, and sustainable practices.

We take pride in the diversity of our community, which spans various ages, genders, languages, cultures, and personal experiences. We believe in fostering a work and study atmosphere that is not only accepting and transparent but also conducive to both personal and professional growth. At EDC Paris Business School, the liberty of speech, the emphasis on teaching and research excellence are foundational to our educational ethos. However, we acknowledge that this freedom is accompanied by a duty to our stakeholders. We expect that our educators, administrative staff, and students will respect the viewpoints of others, as well as societal norms and legal statutes. We commit to maintaining the confidentiality of agreements and upholding intellectual property rights. We strictly prohibit plagiarism in every form and across all areas of our institution.

8.13 The Road a Head

As creators and disseminators of knowledge and a source of highly skilled talent, we aspire to establish an environment conducive to sustainable value creation for our community and stakeholders.

Our expertise lies in the realm of entrepreneurship, and we have consistently maintained a strong connection with both public and private entities within Paris's business sector. The strategic location near key players is a fundamental reason for choosing our new site near La Defense in Paris.

Committed to a continuous journey, we integrate ERS into our operational framework and strategies. Through numerous initiatives implemented in recent years, we are opening doors to further enhance our campus operations. Recognizing the extensive process that sustainability transition entails, we are determined to persevere in this evolution. The report reaffirms our dedication and steps taken towards this transition.

Our dedication to the UNGC and the PRME reflects in our commitment to progress in sustainability. The report, guided by these principles, showcases our active role and commitments. On November 8th and 10th, 2017, we were part of a historic event where over 40 deans and representatives from business schools in France, Belgium, and the Netherlands convened at the Antwerp Management School to support the establishment of the France-Benelux PRME chapter. This group aims to drive sustainability further within the educational

sector by collaborating on projects and sharing exemplary practices. EDC Paris is proud to be an active participant in these groundbreaking efforts initiated by PRME. Furthermore, we are proud to announce that we have recently acquired the BSIS label, reinforcing our steadfast dedication and active involvement in promoting sustainability and corporate social responsibility (CSR).

8.14 Founding Principles of Global Compact

8.14.1 Human Rights

1. Businesses should support and respect the protection of internationally proclaimed human rights;
2. Make sure that they are not complicit in human rights abuses.

8.14.2 Labour

3. Businesses should uphold the freedom of association and the effective recognition of the right to collective bargaining;
4. The elimination of all forms of forced and compulsory labour;
5. The effective abolition of child labour; and
6. The elimination of discrimination in respect of employment and occupation.

8.14.3 Environment

7. Businesses should support a precautionary approach to environmental challenges;
8. Undertake initiatives to promote greater environmental responsibility;
9. Encourage the development and diffusion of environmentally friendly technologies.

8.14.4 Anti-Corruption

10. Businesses should work against corruption in all its forms, including extortion and bribery.

8.15 PRME

The PRME, endorsed by the United Nations, was established in 2007 to elevate the prominence of sustainability in educational institutions globally and to prepare today's business students to be catalysts for change in the future. With its widespread adoption by over 700 signatories, PRME represents the most extensive collaborative effort between the United Nations and business schools worldwide.

8.15.1 Values

Our academic endeavors, including our curriculum and organizational practices, will embody the global ideals of social responsibility reflected in initiatives like the UNGC. We aim to design and implement educational frameworks and settings that foster effective and ethical leadership development.

8.15.2 Research

Our research will delve into the theoretical and empirical studies that enhance our comprehension of corporate roles and their influence in fostering sustainable social, environmental, and economic growth.

8.15.3 Partnership

We will forge relationships with business leaders to enhance our insights into the societal and environmental obstacles they face, seeking collaborative solutions.

8.15.4 Dialogue

We commit to promoting and enabling meaningful conversations among educators, students, the business sector, government bodies, consumers, media, civil societies, and various parties interested in addressing the pressing matters of global social responsibility and sustainability.

8.16 UNGC

The foundational principles of the UNGC draw inspiration from various significant documents, including the Universal Declaration of Human Rights, the International Labour Organization's Declaration on Fundamental Principles and Rights at Work, the Rio Declaration on Environment and Development, and the United Nations Convention Against Corruption.

Chapter 09

Conclusion

In conclusion, the CSR report for EDC Paris Business School for the year 2024 is not just a record of the school's efforts towards embracing sustainable practices but a manifest blueprint for future aspirations. It reflects a commitment to holistic growth, extending beyond traditional academic parameters to encompass the environmental, social, and governance ethos that the contemporary world demands.

Over the past years, the school's trajectory has been firmly aligned with the UNGC and PRME. The establishment of a cutting-edge campus at La Defense has been a significant stride in materializing the vision of an eco-friendly educational environment. Through conscious efforts like upgrading to high-efficiency fixtures, and promoting the use of refillable water bottles, the school has not only minimized its ecological footprint but also fostered a culture of sustainability among students and faculty alike.

The report details comprehensive policies, ranging from governance and social responsibility to faculty research and student community involvement. Each section of the report, from the initiation of high-efficiency resource management to embedding CSR into the curriculum, and from engaging faculty in groundbreaking research to nurturing entrepreneurial spirit with a sustainability focus, outlines the school's strategic steps towards embedding responsible management practices at the core of its institutional philosophy.

Moreover, the school's commitment is not restricted to infrastructural enhancements but permeates the curricular and co-curricular spheres as well. Initiatives such as the integration of sustainability into course outlines, research themes aligning with ESG standards, and the engagement of the student community in sustainability-focused projects all exemplify the ingrained value of responsible stewardship at EDC Paris Business School.

Yet, the path forward beckons with the need for continual advancement. Future goals include broadening the scope of sustainability in education, intensifying research on sustainable practices, and further strengthening community engagement both locally and globally. The school's focus on sustainability serves as a model for business schools globally, positioning EDC Paris Business School as a vanguard institution driving the change towards a more sustainable future.

In essence, this CSR report encapsulates the essence of EDC Paris Business School's journey thus far and sets the stage for the next chapter of its development. It is a testament to the belief that educational institutions hold a profound capacity and responsibility to lead by example in the pursuit of sustainability, a principle that EDC Paris Business School has embraced wholeheartedly and aims to propagate through its future endeavors.