



Build your **future**

PRME REPORT 2019

UN PRME SIP 2019 | ESSCA SCHOOL OF MANAGEMENT

SHARING INFORMATION ON PROGRESS REPORT:
ETHICS, RESPONSABILITY AND SUSTAINABILITY BASED ON
ESSCA'S TRADITIONAL HUMANISTIC VALUES



ANGERS
PARIS
AIX-EN-PROVENCE
BORDEAUX
CHOLET
LYON
BUDAPEST
SHANGHAI

3 INTERNATIONAL ACCREDITATIONS



Master in Management
Ranking 2019





Principle 1: Purpose

We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

Principle 2: Values

We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

Principle 3: Method

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

Principle 4: Research

We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

Principle 5: Partnership

We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

Principle 6: Dialogue

We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

ESSCA School of Management is dedicated to educational and business changes to develop a truly sustainable society. By engaging with broader stakeholders, assessing our own CSR efforts and by sharing and developing resources for teaching, research and outreach, ESSCA School of Management will lead change and create social impact.

Everyday life at ESSCA School of Management shall reflect the traditional humanistic values on which the School was founded.



A word from the Dean

ESSCA School of Management has been a Principles for Responsible Management Education (PRME) signatory since 2017, but the whole school's commitment to ethics, social and economic responsibility and sustainability is not something new. Our commitment goes all the way back to our foundation in 1909.

ESSCA School of Management participated in the creation of the France-Benelux PRME Chapter in Antwerp in November 2017, Marseille in May 2018 and Amsterdam in January 2019, directly participating in strategic planning and actions.



Dr. Jean Charroin,
Dean of the ESSCA School of Management

A handwritten signature in black ink that reads "Jean Charroin". The signature is written in a cursive, flowing style.

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Introduction to ESSCA School of Management

Overview

ESSCA School of Management is fully self-contained, independent, private, not-for-profit institution headquartered in Angers (Loire Valley, Western France). As such, it has a legal status that is different from the majority of its competitors among the French “Grandes Écoles”. It is not under the supervision of a Chamber of Commerce or affiliated to a parent institution. Initially founded as an institute of the Catholic University of Angers in 1909, ESSCA has enjoyed full independence and autonomy since 1967. It is recognized by the state as a not-for-profit organization according to the French law of 1901. Since 2016, ESSCA has been awarded special recognition by the

supervising Ministry as an institution of higher education participating in the public service of education (EESPIG).

ESSCA's mission is defined as being the following:

“ESSCA School of Management creates knowledge and develops responsible managers and entrepreneurs, while fully considering the human, ethical and economic dimensions of organisations in a multicultural environment driven by technology and social innovations.”



ESSCA facts and figures for 2019

Employees

- 334 employees, including:
- 201 professional support staff (FTE)
- 42 full professors, 41 associate professors and 50 assistant professors

Students

- 336 Bachelor students (41% female, 59% male)
- 4,200 Master Grande Ecole in Management students (49% female, 51% male)
- 92 MSc students (66% female, 34% male)
- 74 Executive Master students (70% female, 30% male)
- 94% Master students with jobs within 3 months of graduation or earlier

Educational portfolio

- 1 Master Grand Ecole Programme in Management
- 3 Bachelor programmes: International Management, Digital Marketing, Sport Management
- 10 MSc programmes: International Finance, Digital and Big Data for Value, Entrepreneurship and Design Thinking, International Entrepreneurship, EU-Asia Luxury Marketing, EU-Asia Digital Marketing and Business, International Tourism Management, Luxury Services Management, Marketing Management and Business Development, Tourism and E-Business
- 1 Mastère Spécialisé in Digital Management
- 1 Executive Master programme in Management

Research

- 4 research groups, 2 chairs and 3 institutes

Locations

- 6 campus in France: Angers, Paris, Lyon, Bordeaux, Aix-en-Provence, Cholet
- 2 campus abroad: Budapest (Hungary), Shanghai (China)

Programmes

Within the particular context of French higher business education, ESSCA is mainly identified as the forerunner, of what is called the “post-bac” model that unlike most competing schools recruits its students directly after the final exam of secondary education (baccalauréat, or “bac”).

ESSCA's Programme Grande École (PGE) is indeed the school's flagship programme. It is an “integrated” master: studies last five years and directly lead to a master's degree. The PGE is clearly perceived as one of the two leaders on this “post-bac” market, characterised by a demanding and highly selective admission exam attracting in excess of 5,000 candidates each year, an international dimension, and an excellent career placement record. This programme also selects a very limited number of students with enough ECTS credits to enter its third or fourth year.

As testimony of its high-quality standards, ESSCA's PGE has been three times EPAS accredited since 2006, and is now triple accredited (AACSB 2014, EQUIS 2016 and AMBA 2017).

ESSCA also offers three other kinds of degree. First, in terms of student numbers are Bachelor Degrees (professionalising programmes lasting three years, recruiting straight after high school graduation from the Baccalauréat). ESSCA also offers two Master's degrees for students who have already completed three years of study: Masters of Science (MSc), for pre-experience students and Mastère Spécialisé (MS) or ‘Specialised Master’ for post-experience students. Additionally, it is possible to obtain the PGE Master through executive education.

Locations

ESSCA School of Management currently conducts its programmes on eight different locations. Six are in France, two are abroad. Two of the French sites – Angers and Paris – are of significant size and account for approximately 65% of the school's current teaching activities. Three of the French sites, in Aix-en-Provence, Bordeaux and Lyon opened in 2016, a year at a time, meaning that in September 2018, the first, second and third years of the PGE were opened on those sites. The last two years of the PGE will open in September 2019 and 2020, respectively.

Bachelors are also open on all French sites but Angers. The site of Cholet is solely dedicated to Bachelors programmes.

They are completed by two teaching sites abroad in Budapest (Hungary), and Shanghai (China), which together host approximately 15% of the school's teaching activities and do not deliver degrees on their own.

Governance

ESSCA is governed by a General Assembly of the Association, a Board of Trustees, and an Executive Committee. The Dean reports to the Board, which also includes student and faculty representatives. In addition, ESSCA has an International Advisory Board composed of renowned academics and business leaders, as well as a Scientific Council which includes four international scholars and a Corporate Advisory Board.

Strategic Positioning

ESSCA School of Management is a major player on its domestic market, possessing a range of well-recognised strengths (the flagship programme, a robust economic model, excellent pedagogical reputation, credible international dimension). With nearly 5,000 degree-seeking students and over 130 faculty, it is an important player in its market. In order to preserve its independence and remain within the top business schools in France, the school has activated levers of internal and external growth, most notably through opening new sites, a significant portfolio development and new types of partnership.



ESSCA Milestones

- 1909** ESSCA is founded by the Dean of the law faculty at the Catholic University of the West (UCO), Dr. Paul Baugas, as École Supérieure de Commerce d'Angers.
- 1938** The alumni network association is founded.
- 1943** ESSCA is the new name of the School.
- 1954** ESSCA now grants a three-year degree.
- 1967** ESSCA becomes a non-profit association (law of 1901) and gains independence from UCO.
- 1969** ESSCA moves to its current campus in the Belle Beille area of Angers.

ESSCA now awards a four-year degree.
- 1975** ESSCA obtains recognition from the French government
- 1977** ESSCA gains admittance to the Conférence des Grandes Écoles (CGE).
- 1978** The first work-study program is launched.
- 1980** ESSCA obtains full accreditation from the French government.
- 1984** ESSCA develops a new corporate which prepares its future development while re-asserting the school's values.
- 1992** The Bachelor in International Management opens in Cholet.

ESSCA becomes part of the select Management École Chapter of the CGE, the Conférence des Grandes Écoles.
- 1993** ESSCA opens two campuses: in Paris and Budapest.
- 2001** A 2,500 sq. meter building in Angers is inaugurated.
- The ESSCA degree becomes available through executive education in Paris. ESSCA starts an ECampus for existing students.
- 2003** New Budapest facilities are inaugurated.
- 2004** First graduating class after 5 years of studies. ESSCA obtains the right to grant a Master's degree from the French government.
- 2006** ESSCA is the first French management school to receive EFMD's EPAS accreditation.

The Shanghai site opens.
- 2008** ESSCA offers a new Master's degree specialisation in Webmarketing.
- 2009** ESSCA's 100-year anniversary.

EPAS and Grande École Master's degree reaccreditation for 5 years.
- 2010** ESSCA opens its current Parisian campus in Boulogne-Billancourt, a 5,000 sq. meter building on the banks of the River Seine.
- 2011** The incubator opens in Boulogne.
- 2012** The first Master's programme via work-study opens.
- 2013** New Master's degree specialisation in Finance and Risk Management.

1st edition of the Digiprize Competition.
- 2014** ESSCA receives AACSB accreditation.
- 2015** ESSCA enters the Financial Times Master in Management Ranking.
- 2016** ESSCA receives EQUIS accreditation by EFMD.
- 2017** ESSCA receives AMBA accreditation.
- 2017** ESSCA becomes a PRME signatory.



ESSCA Mission Statement

“ESSCA School of Management creates knowledge and develops responsible managers and entrepreneurs, while fully considering the human, ethical and economic dimensions of organisations in a multicultural environment driven by technology and social innovations.”



Principle 1 & 2: Purpose and Values

We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

The school has defined the following values in joint meetings between faculty and students. They were formalized in a Charter of Joint Commitments which all new students sign when they join the school, ensuring that these values remain pillars of the school's educational activities.

Competence enables a person to be an efficient member of a professional community, appreciated and recognised in her/his field of activity.

Humanism leads to placing man and ethics at the centre of decisions and actions.

Solidarity puts duties and assignments squarely in the perspective of service to society.

Responsibility inspires the individual to anticipate and take into consideration the consequences of her/his decisions and behaviour, and to stand up for her/his actions.

Ambition helps to turn excellence into a goal towards which to strive.

Honesty is the basis of trust, necessary to the development of mutually beneficial relationships between stakeholders. Intellectual honesty, in particular, is a requirement in the field of research.

Autonomy allows an individual or a group to take others into consideration in its actions and decisions, without depending on them.

Imagination facilitates the development of capacities of anticipation and adaptation, which are necessary to an individual's or a group's development in a fast-changing environment.

Thus, ESSCA specifically sets out for itself a fundamental tradition of encouraging the long-term professional success of its graduates while respecting others.

It is not only a question of preparing technically well trained graduates in marketing, finance and management, who are able to use their competencies for the present or immediate future but also of training men and women who, on becoming company managers, feel equally involved in the future of the world of which they are all citizens.

In order to do this, ESSCA has clearly adopted a sustainable development and corporate social responsibility (SD/CSR) approach.

ESSCA's ambition, which is as demanding as it is necessary, and which is at the heart of its educational programme, is the logical consequence of its humanistic values which it has defended since its creation in 1909.

ESSCA CSR Key dates

1996

- First final-year specialisation in Social and Solidarity-Based Economy as a double Master's degree with UCO (management and social sciences).

2008

- Creation of a Student Life service with a mission of promoting well-being and healthy lives among students through prevention (health), creating an inclusive, gender-equal and safe environment and promoting student actions (sport, solidarity, humanitarian and cultural).

2009

- ESSCA general secretary becomes head of Sustainable development.
- First subscription to Campus Responsables.
- Signature of the Copenhagen Declaration of climate responsible campuses.
- Implementation of a centralised energy management of the premises.

2010

- Alain Anquetil, professor of Business Ethics and CSR at ESSCA receives the teaching of ethics prize.
- ESSCA includes equal opportunity measures in its "Cordées de la Réussite."
- Creation of "Univert" the ESSCA student association devoted to raising awareness of sustainable development.

2011

- The president of the board signs the Charte d'engagement Plan Climat Energie Territorial (Charter of Commitment for the Energy Climate Plan) 2011/2014 of Angers Loire Métropole.
- First seminar on raising awareness of the integration of disabled people in the workplace.

From 2009 onwards, ESSCA formally committed to this approach and signed the Declaration of Responsible Campuses for Climate. The same year, the school implemented an environmentally friendly, centralised system of management of its premises, as well as specific measures of support for students with psychological problems.

2012 was also an important year for ESSCA's commitment to an SD/CSR approach: a carbon footprint audit was undertaken, ESSCA's SD Steering Committee (Copil DD) was created, the school legally committed to a national self-assessment measure which stemmed from the law passed on 3rd August 2009 relative to the implementation of the decisions taken during France's 2007 Grenelle Environment Forum, of which Article 55 requests that higher education establishments implement an SD approach based on a referential called the "Green Plan." In 2013 ESSCA created the full-time position of SD officer in order to supervise its SD/CSR approach.

In 2014, this greater commitment to an SD/CSR approach naturally led ESSCA to choosing it as one of its strategic axes of development in its 2014-2019 strategic plan. Since this time, the school has continually integrated the SD/CSR approach in all of its dimensions – environment, teaching, research, accompaniment, the raising of awareness and in its relations with its partner companies in total compliance with the 17 Sustainable Development Goals (SDG) laid down by the United Nations (UN).

The present report allows us to take into account some actions implemented by ESSCA for sustainable development, and also to understand that this approach is changing constantly in order to progress in its answers to the questions which, today, have an impact on the future of our world.

2012 -----

- ESSCA signs a commitment agreement on sustainable development practices during the RIO+20 conference.
- ESSCA carries out its Carbon Footprint Audit. A SD/CSR steering committee which includes students and staff is created.
- The first Green Action Plan is carried out.

2013 -----

- A team of ESSCA students wins the “Make your Campus green” national contest.
- A member of the ESSCA staff is named to the post of SD/CSR officer.

2014 -----

- The SD/CSR approach is included in ESSCA's Strategic Development Plan.

2015 -----

- Creation of the SD/CSR Diversity Community on the social network intranet.
- Conference on climate challenge upstream of the COP 21.
- The 4th national “blooming” seminar of the ENACTUS hatching association which promotes social entrepreneurship is organised at ESSCA.

2016 -----

- Joins Comité 21.
- Joins CIRSES, the Collective for the Integration of Social Responsibility and Sustainable Development in Higher Education.
- ESSCA receives the French-speaking countries Responsible Campus trophy for its new challenge: training young entrepreneurs to be future responsible leaders.
- ESSCA joins the co-organisation of the Regional CSR Trophies. Students audit companies and academics are part of the jury.

2017 -----

- ESSCA hosts the national AGM of the Collective for the Integration of SD/CSR in Higher Education (CIRSES) and the SD/CSR Labelling Committee.

- An ESSCA student wins first prize in the EPE-LCI competition (Enterprises for Environment).
- The BEGES (audit of greenhouse gases) shows a 32% reduction in relative value of CO2. ESSCA participates in SERD (the European Week of Waste Reduction) “Workshop on the creation of furniture made from pallets” accredited by ADEME (Agency for Environment and Energy Management).
- ESSCA becomes PRME signatory.

2018 -----

- Connection of the Angers campus to the local heating grid fuelled by a biomass boiler.
- Signature of an agreement between ESSCA and the personnel concerning a “bicycle kilometric allowance.”
- Launch of a biodiversity process and partnership with the league for the Protection of Birds.
- Launch of a process for structuring responsible purchasing.
- Action project Quality of Life/Well-Being at work for Essca personnel.
- ESSCA's handi-inclusive approach is structured. A civic service volunteer is taken on to develop the project of hosting students with disability.

ESSCA's policy of diversity

Professional equality

ESSCA is committed to a policy of professional equality which it has formalised by the signature of various company level agreements relative to contrats de générations (contracts between generations) (2015) and the professional equality between men and women (2011, 2017) committing itself to fighting all forms of discrimination of access to training, respecting the principle of equal pay and promoting balance between work and personal and family life.

Cultural Diversity

As an international establishment, ESSCA has many nationalities amongst its students and personnel. ESSCA also promotes the recruitment of staff of diverse ethno-cultural origins to increase the richness of its competencies and inter-staff relations. In 2018, the staff was composed of 39 nationalities, from every continent, including developing countries

Amongst the different partnerships that ESSCA has signed with establishments abroad, one of them deserves particular attention. Indeed, its objective is not only to allow the recruitment of foreign students who will then go on to do the “Grande École” programme (integrated Master in Management), but also to allow young students from a developing country, in this case Cameroon, to obtain a Master’s degree. In 2013, ESSCA signed an agreement with the Prépa Vogt Institute in Yaoundé whereby students who pass the “Grande École” (business school) entrance exam do their first two years of study locally in Yaoundé before coming to one of the French campuses in their 3rd year of study. The first advantage of this system is that it allows students to be well-prepared for their arrival in France with a better understanding of the cultural differences through study of the programme and the work methods used and that it gives them greater maturity. The system also allows families to reduce the fees that they have to pay, as living in France engenders costs far higher than those prevalent in Cameroon. As a result, around 30 students from the Prépa Vogt Institute arrive each year to do their 3rd year of study on the Angers campus. This agreement, therefore, undeniably promotes the diversity of the student population and provides access to a leading French business school for students from a developing country, who are then able to use the competencies they have developed in their own country if they want to.

As of September 2018 there were 279 foreign establishments from 55 countries who have signed a contract with ESSCA. This concerns terms of

reciprocal exchanges between foreign universities offering places for a semester or a year, benefiting each partner university.

Integrating students with disabilities

One of the major areas of ESSCA’s policy of diversity is the integration of students with a disability.

ESSCA has devoted great efforts to engaging with students on the subject of students with disabilities. One whole chapter on the support of students with disability was included in ESSCA’s website together with different types of supports offered to students (student guide, slideshows of back to school meetings at ESSCA etc.)

Resources have also been allocated to increasing the ability of each campus to give better access to students with disabilities.

A disability advisor for the group who is a member of GT Handicap of the Diversity commission of the CGE interacts constantly with representatives from the different campuses and services of the school.

From the beginning of the 2018 school year, a civic service volunteer has been recruited to develop the tools and actions needed to increase awareness of disability.

ESSCA is part of a core group of schools which are members of the CGE and which participated in the first disability indicator of its schools in June 2018.

Awareness disability within ESSCA became tangible during the beginning of the 2017 school year when, the Paris campus welcomed the team of Amandine a 1st year student and Nola a Labrador, then 3 ½ months old, who accompanied her mistress everywhere on the premises including the classrooms for a whole year, in order to socialise her before she accompanied her visually disabled mistress daily. Upon reaching her adult age of 1

year old she left for the Paris guide dog school to be trained by professionals.

Financial aid

The policy of social responsiveness and equal opportunities implemented by ESSCA not only concerns the period before the entrance exam, but also the whole of the following period at the school.

Partial exoneration of ESSCA entrance exam fees for student grant-holders

Candidates to the Grande École Programme who receive means-based scholarships from the State have a 50% reduction in enrolment fees.

Scholarship grants

In addition to State-awarded scholarships (CROUS), for the last 30 years, ESSCA has given its own grants which today can be divided into three distinct measures.

Firstly, means-based scholarships delivered by the CVS (Social Watch Commission) and scholarships of excellence. For the 2017-2018 year, these two measures accounted for student grants in the Grande École programme amounting to a global sum of €796 000.

Secondly, in the Bachelors programme (Bachelor of International Management), financial aid from the school amounted to €17 700 for the 2017-2018 school year.

Thirdly, the school also gives mobility scholarships to enable international students from less-developed countries to enter the MSc.

Other financial aid measures

Financial aid other than grants has been put in place.

Student jobs

ESSCA offers job contracts of a limited duration to its students (auxiliaries or monitors), with a weekly limit in order to avoid affecting negatively the quality of academic results.

Helping with school fees

ESSCA allows students pay their school fees in three different ways as families wish.

For students in temporary financial difficulty, ESSCA can also put in place a system of payment whereby students can pay by instalments according to their situation and which, in certain cases, can go beyond their last year of study. This makes it effectively, a temporary loan for student fees.

Preferential rates negotiated with partner banks

As ESSCA is not a credit organisation, it does not give student loans. However, it has negotiated preferential loan rates for its students with its bank partners.

Training development through work study training programmes

Over the last few years, ESSCA has strengthened its opening of 4th and 5th year work and study training programmes. For the year 2017-2018 there are currently four professionalization tracks in place.

One of the essential reasons guiding this choice has been to allow the students involved to benefit from an employee status and having their school fees are taken in charge by the host company.

Help with student life

The policy of supporting students also concerns their well-being and the quality of life on campus.

Student Life service

The “Vie Étudiante” service (Student Life) was founded in 2005. It supervises all of ESSCA’s student associations as well as the policies of prevention, health and student well-being. 4 colleagues supervise students on all ESSCA campuses – including during social activities.

ESSCA’s risk prevention policy

ESSCA’s policy of prevention in its fight against all addictions and risky taking behaviour has been in place since 2008, the year in which a post was created for an advisor of “Health and Prevention” which is an integral part of the Student Life service.

This person’s job is to supply all associations and their student representatives a complete set of tools and measures to deal with high risk behaviour. The job entails carrying out actions of awareness to involve students such as the “Health Rally” and the week dedicated to health well-being run by professionals in the fight against addictions (ANPAA, ALIA), road safety, sexuality (Family Planning MFPPF), sleep (IREPS) and food (the town hall).

Workshops designed to heighten awareness are systematically assessed by students and professionals with an objective of constant improvement.

More than 93% of the students who have participated in a health rally consider that this type of event is interesting, instructive or makes them reflect.

Counselling unit

The counselling unit which was created in 2009 offers weekly counselling consultations on the two main campuses and is run by a staff member who has been trained in counselling and psychology. On smaller campuses, this service is offered by advisors from the Centre for Pedagogical Support (CPS). More than 200 students (out of 5,000) use the unit every year.

Sustainable mobility: Promote soft mobility

The carbon footprint audit carried out in 2012 showed that one of the major forms of transport that generated the most greenhouse gases and which was possible to modify, was the use, by staff and students, of cars, for the daily journey between home and their campus. This was especially true of the Angers campus. In order to avoid single occupied cars and within the framework of inter-company mobility, a system of car-sharing was put in place in 2012 in the Angers campus activity area.

Apart from this measure, ESSCA has proposed a complete action plan which is itself part of the sustainable mobility framework of both staff and students on all of its campuses.

The purpose of the first of these actions is to limit staff travel, whenever possible, by putting in place a system of video conferencing between campuses.

At ESSCA, a complete set of measures has been taken to suggest alternative means of transport to that of single car usage such as: - Encouraging staff to use public transport by making available metro and bus tickets and by reimbursing 50% of transport passes for staff.

- Centralisation of taxi bookings in order to maximise their occupancy rate.

- Proposal of use of a community on the social networks dedicated to alternative transport for students and staff.
- or the Bicycle Kilometric Allowance described below.

ESSCA also participates in a scheme for higher education establishments put in place by Anger' City Council in coordination with the public transport company (bus and tramway). The objective is to optimise daily travel: inter-campus car-sharing, choice of the most suitable means of public transport based on the needs of the local campus.

The use of bicycles

Among the measures which encourage the use of bicycles, we can emphasise the creation of a bike garage for staff and students and more recently, the setting up of a BKA (Bicycle Kilometric Allowance).

ESSCA want to firmly commit to the energy transition roadmap proposed by UN at the COP 21. ESSCA encourages all staff, through the implementation of the BKA, to change their behaviour and promote bicycle use especially for commuting. Numerous studies have shown that the regular practice of a physical activity can improve health and greatly reduces the number of cardiovascular accidents. The World Health Organization (WHO) stresses the need for about 30 minutes of physical activity every day. Other studies highlighted the positive impacts of cycling in terms of well-being.

ESSCA is the second establishment of higher education in France to offer this and the second organisation whose headquarter is in the Maine-et-Loire department.

Since the beginning of this initiative in February 2018, over 17 staff cyclists have signed up and have benefitted from the kilometric allowance.

Sustainable purchasing

Sustainable purchasing not only aims at conserving natural resources or limiting greenhouse gases, but also at reducing waste, focusing activity on the immediate area, encouraging the use of conditions which respect workers, or even providing work for workers who are sometimes far from the world of work. This has been in place for a relatively long time at ESSCA: we had already put in place measures on the purchasing of office furniture made in France, office supplies produced by companies who employ persons with disability or the purchasing of rechargeable white-board markers. In 2017 it was found necessary to structure and lay down this action to apply it to all purchases.

To identify, assess and select responsible suppliers, we decided to include a new criterion in the selection form for any new supplier: "supplier engaged in a process of CSR".

Consumption reduction and re-utilisation of waste

Measures have been carried out to reduce both our consumption of resources and (hence) the volume of waste. These flagship initiatives dealt with the reduction of administrative documents and the suppression of useless gifts and disposable cutlery and plastic cups.

Waste management constitutes one of the emblematic actions of sustainable development at ESSCA. Two types of measures co-exist, one of them is the selection and recycling of our waste but this is not sufficient. We also try to reduce the volume of waste produced upstream often linked to the consumption of raw materials. This links to our global approach to sustainable purchasing.

ESSCA's approach to recycling especially on the Angers and Paris campuses is relatively well received, efficient and constantly improved. The recycling of paper (principal input), drinks cans,

ink cartridges, batteries, cardboard, food cartons from the cafeteria and other waste is accompanied by information campaigns for administrative staff, faculty and students placing the focus on a responsible consumption of resources with a view to decreasing our waste.

ESSCA has put into place display and workshops on the re-utilisation of waste; these are key moments to promote awareness of sustainable approaches. For example, a workshop on recycling pallets to make furniture has been in place since 2017.

Quality of Life in the Workplace (QLW)

A teaching establishment is not only a place of learning for students, it is also an organisation, often complex, where women and men carry out assignments linked to the world of research, teaching and administration. Initiatives focusing on social interaction and well-being have been offered to ESSCA staff members for a very long time. Staff on the Angers campus can benefit from free lunch-breaks lessons on relaxation/stretching by a professional coach. Hot beverages such as coffee, tea or chocolate are free and available throughout the day on all our campuses. A social get-together is organised at the end of the year or beginning of new school years: staff members are gathered on the Angers campus gardens or elsewhere on exceptional sites such as a castle on the banks of the Loire River. A “Fruits” day has also been organised to celebrate summer on the campuses: a fruit bar has been set up in the reception areas in order to have a (non-alcoholic) fruit cocktail.

However, it now seems necessary to offer more structured events that will suit the greatest number of staff with the objective of conciliating the well-being of staff and the stakes of economic and societal performance at ESSCA.

In 2018, the Human Resources Manager (HRM) and the representative from SD/CSR at ESSCA received training from ARACT (Regional Action for the Improvement of Conditions in the Workplace) to put in place a policy of quality of life in the workplace. The workshops were organised by the Comité 21, of which ESSCA is a member. The process, validated by ESSCA's Secretary General, allowed the two supervisors concerned to supervise a Steering Committee – QVT (Quality of Life in The Workplace) composed of staff members from ESSCA, who, after initial diagnosis and needs analysis, proposed an initial phase of experimentation which began in January 2019. After this, the composition of the steering committee will be able to change, and every year new action will be proposed.



Principle 3: Method

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

Sustainable development and training

The SD/CSR issue is covered in varying depth in many of the courses taught in all the programmes at ESSCA. As a result, SD/CSR is ever present in the courses available to students. They are, therefore, all aware of this fundamental question in our globalised world.

It is obvious that being confronted with SD/CSR has a double impact on students.

Firstly, it has an impact in terms of knowledge. Students will acquire a particularly large depth of knowledge concerning SD/CSR – because of its transversal nature. This happens both through the different courses where it is highlighted, in addition to the principal objective of what is taught and through the independent classes specifically dedicated questions of SD/CSR.

Secondly, there is a longstanding further-reaching impact in terms of awareness. Covering SD/CSR in class creates student awareness beyond the specific topics they are taught. Thus, they become conscious of the stakes involved in the long-term. Indeed, ESSCA fully recognises that one of the major difficulties of adopting a SD/CSR approach is acknowledging what is at stake. This is made even more difficult by the fact that a large part of our lifestyle is based on a reflex of consumption, in direct opposition to the requirements of a SD/CSR approach. Initially, the practical realisation of these requirements is often perceived as a constraint which has a direct effect on everyone's

everyday comfort. The logical secondary result of covering SD/CSR in courses is that students, who have been made clearly aware of the stakes in an academic context, integrate the SD/CSR approach in their daily lives (domestic waste sorting for example). This realisation is closely linked to the school's mission which was mentioned in the introduction of the present report: to train managers whose careers are respectful of the social and human dimensions in a globalised world.

Sustainable development in the Grande École programme

ESSCA which is a member of the Conférence des Grandes Écoles (CGE) was the first management school to offer a programme of study which took into account the challenges of sustainable development.

Professionalization major

In 1996, an entire final-year professionalization major of the Grande École programme was devoted to social and solidarity-based economy. It is now called: Social Innovation and Management of Social and Solidarity Economy. Naturally, this track of the Grande École programme is dedicated to the study of not-for-profit economic organisations (inc. mutual companies, co-operatives and associations) which students are trained to join after graduating from the school. The track therefore covers sustainable development and corporate social responsibility either with specifically designed courses (e.g. a course on fair trade or one

on solidarity-based finance), or throughout all the other courses which highlight these issues even if their primary objective is not to deal with sustainable development directly.

Courses

Since 1996, apart from the Social and Solidarity Economy professionalization major, the development of the Grande École programme has ensured that there is an ever increasing inclusion of sustainable development issues in all courses.

Thus the Grande École programme for the 2017-18 school year includes:

- 20 courses devoted to SD/CSR;
- 51 courses dealing with SD/CSR issues.

With 71 courses dedicated to or including the SD/CSR approach, the SD/CSR issue is present throughout the Grande École programme from year 1 to 5.

In the first cycle curriculum, sustainable development is covered from the 1st year of studies notably in two courses; one on management and the other on marketing. In the 2nd year, one course is specifically devoted to business ethics and SD/CSR. In the 3rd year, apart from two compulsory courses which include SD/CSR, two optional courses devoted to these issues are proposed to students.

As regards the Master's programme, all 3 of the 4th year tracks – management, finance and marketing – as well as all of the 5th year majors have courses which include the study and discussion of SD/CSR issues.

It follows from the above that all ESSCA PGE students, without exception, are aware of the SD/CSR question.

Major written works

Besides inclusion of sustainable development in courses, students' written work also addresses corporate social responsibility.

First, the writing guide for the work placement report from the 1st to the 5th year compels students to include a study on the SD/CSR aspect of the company in which they do their placements.

In the first cycle, they simply write a factual presentation of the company's actions in this domain. In the master's cycle, students not only give a quantitative presentation but must also carry out a qualitative analysis of the SD/CSR actions of the companies where they intern.

After that, the Master's thesis guide ensures that students "reflect upon the implications of these results for the company in one or more areas of thematic focus linked to ethics, the social responsibility of the company and/or its sustainable development."

Sustainable development in all the other ESSCA programmes

SD/CSR received substantial coverage in all programmes offered by ESSCA: the Bachelors, the MScs, the MS, at the very least in all written work submitted by students. The rules that apply are the same as those described above in the Grande École programme.

Bachelor's programmes

In the Management International Bachelor's programme (MIB), the students attend a 15h course as early as the 1st year devoted to SD/CSR issues entitled "Atelier Ethique, RSE et Développement Durable" (Workshop on Ethics, CSR and Sustainable Development). This course is followed by a compulsory extra-curricular awareness day (8h)

entitled DDAY run by the ESSCA Sustainable Development Officer.

In the Digital Marketing Bachelor (DMB) two complementary courses are dedicated to SD/CSR issues. One in the 1st year, called “CSR – citizen involvement 1” lasts 15 hours, it is followed by a 2nd year 15- hour long course, called “CSR – citizen involvement 2”

In the Sports Management Bachelor (SMB) which opened in September 2018, the SD/CSR issue is covered twice; once in a project linked to a course called “Creation and Management of a Sports Project.” Here the students must study the impact of their projects in SD/CSR terms in one of the chapters of their written reports. It is covered once more in the 3rd year programme in a 15-hour course specifically devoted to SD/CSR in sport: “Ethics and Deontology in Sport.”

MS in Digital Management

SD/CSR is equally covered in the Ms Digital Management programme with a 16 hours course on “Digital Law, Ethical Rules.”

MSc programmes

All MSc programmes also include an SD/CSR approach linked to the content of the subjects covered. For example, in the Digital and Big Data for Value MSc this is dealt with in the 45-hour course on “Communicating and selling on the Web.” The course on Internet Law also deals with the question of “peoples’ private lives”. To take another example, the MSc in International Finance offers a compulsory 45 hours course entitled “Ethics and Professional Standards” which deals with the place of ethics in finance.

Initiatives taken to promote awareness of higher education and the business world for young disabled students

In 2016, ESSCA became part of a national organisation called PHARES (which is dedicated to helping students to overcome disability challenges and succeed in their higher education studies). ESSCA’s effort was undertaken to give wider support to the integration of young disabled students in higher education in France through fighting against self-censorship. During weekly workshops, ESSCA students provide support for young, disabled, middle-school and high school students allowing them to develop self-confidence in their ability to pursue a future in higher education.

This initiative originates from ESSCA’s collaboration with local networks. For example, FACE – Angers Loire, a club of local companies which works to promote the social and societal commitment of companies in their fight against exclusion. This partnership allows young disabled people to meet professionals from the business world whilst at the same time receiving information about studying in higher education.

CSR workshops

For several years, students of the Grande École programme have been compelled to participate in activities or workshops on social responsiveness during their second year of study. Among these activities, some require a great degree of involvement on the part of the students and are very enriching for not only the students but for all involved.

Social Entrepreneurship

Among these, ENACTUS the international societal entrepreneurship programme, gathers more than 70 students every year. These students are supported during their project by permanent members of staff and faculty who are experts in

the domains of entrepreneurship, CSR and social and solidarity-based economy. In 2015, ESSCA's Angers campus also organised and hosted the 4th edition of the "blooming" Enactus seminar which mobilised more than 220 students from 38 higher education establishments all over France. The objective of this seminar is to help students with their projects of societal entrepreneurship.

Tutorship

A great number of students are involved in national programmes of support and tutoring for high-school students in difficulty or from poorer backgrounds such as the ZUP de Co on the Lyons, Bordeaux, and Paris campuses or the Cordées de la Réussite on the Angers and Paris campuses.

ESSCA has created or adapted other original programmes which have met with great success.

The programme called Avec toi whose origin reside in its fourfold partnership between ESSCA, middle-schools, city councils and local associations. This programme of school tutoring carried out by students for middle-school pupils from priority education zones in the Angers urban area was started in September 2015.

The C'possible programme is fully run by ESSCA students and proposes workshops to young school drop-outs. Worthy of mention is the school's Aix-en-Provence campus tutoring partnership with the Secours Populaire, a non-religious organisation focusing on fighting poverty and social exclusion.



Principle 4: Research

We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

The teaching at ESSCA School of Management is given by research-active faculty involved in 4 research groups, 2 chairs and 3 institutes.

Concerns for issues linked to Ethics, Responsibility and Sustainability infuses a significant part of the school's research themes and topics. These intellectual contributions and their impact on the school's constituencies are briefly presented below.

Naturally, research work carried on in the fields of ethics, responsibility and sustainability will eventually both permeates teaching offers at various levels and feed outreach activities towards different publics.

Research and Master Thesis

Regarding research carried out by students, there have been traditionally some master theses of the Grande École Programme that dealt with issues from Ethics, Responsibility and Sustainability. In 2014, for instance, an ESSCA student received a national prize from UNESCO for her thesis on 'Professional Ethics and Cultural Differences'.

More broadly, ESSCA initiated an inventory of master thesis fully dedicated to the themes of responsibility and sustainability. It appears that between 2016 and 2018, 15-20% of the master thesis have focused on SD/CSR themes. Bearing in mind, however, that considerations on ethics and sustainability should be taken into account transversally, across all fields of business activity,

the decision was taken to review the detailed assessment grid of the master thesis of the Grande École Programme and include a new criterion explicitly dedicated to the student's reflexion on her/his work's dimension in the 'Ethics, Responsibility, Sustainability' nexus.

ESSCA's Research framework

Research in the management sciences at ESSCA has been structured around several research groups: "Digital Organisations"; "Entrepreneurship, Business Models, Innovation" and "Family Business". A "Car Distribution and Services Chair" and "The Innovation Chair of Service, Innovation Tourism" complement the institution research set-up. Moreover, three of our domains of expertise have crossed over into the creation of institutes that enable the implementation of and spread knowledge and actions that benefit professors, students, or all academics or corporate players.

The EU-Asia Institute: Social Sciences and Humanities at ESSCA School of Management

In 2006, ESSCA took the initiative of creating a new research centre for interdisciplinary European Integration Studies – an innovative move in the French environment of higher education in business and management.

Over eight years of dynamic development the 'Centre for European Integration' established itself within the academic community of its field of studies. Building on this successful experience the school decided to move forward: in September 2014, the Centre became the 'EU-Asia Institute'.

The rationale behind the creation of the new Institute is based on the conviction that the corporate world and international business do not evolve in a closed bubble. They are subject to legislative constraints and to overarching economic, social and cultural processes. Business is both an accelerator and an object of these globalisation processes, and managers in a globalised world need to have a comprehensive understanding of current geopolitical trends and developments.

The European Union and Asia play a major role in shaping this new global environment. The complex relationship between the two regions clearly appears to be of increasing relevance, not only with regard to market opportunities and professional careers, but also to issues of global governance and models of regional integration.

ESSCA has been established in Shanghai for almost a decade, and each year a significant part of ESSCA's students choose China or another Asian country as their destination for a study abroad semester or professional internship. An increasing number of graduates wishes to start their career in Asia and the school has signed various double degrees with Asian institutions of higher education.

The mission of the Institute is to make an original contribution to the academic community of European Studies and research on EU-Asia relations and provide interdisciplinary input from this area to the programmes offered by ESSCA on its campuses.

The Institute for Advanced Pedagogy

To transmit teaching innovations to the school's professors, the Institute for Advanced Pedagogy, a team of pedagogical engineers, allows professors to develop good practices by supporting them in the implementation of new methods, and notably digital ones, either for their classroom sessions, or to better assess their teaching.

Our experimental advanced pedagogy rooms (PECT), the award-winning Creative Box MOOC developing creativity in the service of innovation, and an Adaptive Learning system. These are some of the Institute's projects that illustrate the improvements that digital tools can provide to teaching, both for students and teachers.

ESSCA's high-quality innovative pedagogy has been recognized already by several prizes and international labels (e.g. "MOOC of the Year 2016," the EOCCS label-Online Course Certification System).

The Institute of Digital Marketing

In 2009, ESSCA innovated once again by being the first French business school to offer its students a master's major in Web marketing. A new step was taken in 2012 through the opening of the Institute for Digital Marketing. The institute embodies ESSCA's willingness to participate in a long-lasting manner in the accompaniment and training in the new digital professions.

The Institute's objectives are to favour virtual conversations between professionals and students in all areas of the digital world, to offer regular meeting places between these networks, and to accompany students and learners via a means of full-time and executive education programmes under constant revision. The Institute for Digital Marketing organizes throughout the year several types of events to support students and professionals. It also pilots the Digiprize, an annual competition for

young people 17 to 25 years of age dedicated to digital innovation and entrepreneurship.

Research outputs

Based on this research framework, research objectives at ESSCA are to contribute to the emergence of new useful and utilizable knowledge which can then be used by the major stakeholders of the school: students, companies and the scientific community.

ESSCA faculty are encouraged to include the SD/CSR questions in the development of their research. There are many examples of this approach which are clearly highlighted in the Annual Research Report.

Over and above the fact that the SD/CSR question is included in numerous writings in non-specific journals, it can also be noted that the faculty at ESSCA also produce a significant amount of scientific writing specifically devoted to SD/CSR (see the list of contributions below).

It should be noted that SD/CSR issues permeate the faculty approach to teaching and research. Indeed, compliance with the ethical requirements of good behaviour is laid down in the faculty handbook, therefore expected of everyone and

demanded for all stages of the research process including collection of data, co-operation between co-authors or the respect for all forms of intellectual property.

Research on issues related to ethics, responsibility and sustainability has a prominent place in the overall portfolio of ESSCA's research output over the past five years. Activities are not limited to articles in international peer-reviewed journals but also include scholarly monographs, case studies and a variety of presentations to academic or professional audiences, commissioned reports, as well as media interviews, chronicles and blog-posts.

These different publication types deal with a large variety of topics from the field, such as: social enterprise and entrepreneurship; value-oriented family business strategies; theory and practice of business ethics; racism and discrimination; solidarity-based business models; financial inclusion in Africa and India; climate change, carbon emission, and weather risk management; waste management; theories of de-growth; European discourses of sustainability; and European environmental and energy policies.



List of contributions on SD/CSR (2015-19)

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Principle 5 & 6: Partnership and Dialogue

We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

ESSCA takes part several local, national and international organisations whose purpose is to promote SD/CSR at their level or in their sector. More broadly, ESSCA regularly organises seminars on current social debates, and staff members are frequently asked to provide their opinion on social, economic and political issues in the media.

CSR Institutional partnerships

ESSCA is a member of Comité 21 Grand Ouest (the West of France 21 Committee), which brings together organisations committed to sustainable development and which implements sustainable development objectives locally and regionally. The SD/CSR officer regularly participates in meetings and work groups organised by the Comité 21 as well as in plenary meetings with representatives from the Pays de la Loire region.

ESSCA is a member of CIRSES, (Collective for the Integration of Social Responsibility and Sustainable Development in Higher Education).

The SD/CSR officer also participates in meetings and work groups of the network of teaching establishments of the Angers urban area, the FACE Angers-Loire club, the “SD/CSR” commissions

and “Diversité-GT Handicap” of the Conference of Grandes Écoles as well as the national annual meetings of SD and CSR referents.

Social, economic and political issues

European policy issues

The EU Asia Institute and the Young Professionals in Foreign Policy (YFPF) in Brussels worked together to present short and accessible video interviews on European policy issues.

The idea behind this project was simple. ESSCA approached young Europeans and came up with 5 questions pertinent to them. ESSCA scholars invited members of the European Parliament and their political parties to answer the same 5 questions. With these answers, ESSCA have produced 5 videos: one for each question. These mini interviews help show the difference between the parties on each issue (populism and nationalism; migration; future of the EU; climate change; youth opportunities) and help young European voters and the wider public to make a choice.

What the Trump presidency means for Europe

On September 2018, researchers, experts and students came together for a research seminar at the ESSCA campus in Paris. The goal was to jointly discuss what Trump and his foreign policy mean for the relations between Europe and the United States.

International business in an era of economic nationalism, populism and anti-globalization

The international scene has been the rise of national rhetoric in the Western world but also in emerging countries, which was followed by policies favouring protectionism and domestic companies. In recent times, political populism, epitomized by the Trump administration and the Brexit campaign, has boosted this political tendency.

In March 2019, Alexandre Bohas and Anna Dimitrova organized a Paper Development Workshop on this topic. Their own paper studies the relationship between Foreign Direct Investment and nationalism from an under-researched point of point. Taking place among the EU members-states, the study pinpointed the effect of rising nationalism in the public opinion on Foreign Direct Investment. Their research aim was to inform on the impact of political movements' public opinion on international business.

Crypto currencies

On January 2019, a conference on crypto currencies was held at the Assemblée Nationale, with Pierre Person, Member of the French Parliament, and Assen Slim, professor at ESSCA.

The European Institute for Development Studies (IEED) organized a conference on the issue of virtual currencies as part of the Economic and Social Development Club (DES). Given the growing interest of public authorities in crypto currencies, this meeting brought together politicians and researchers for a discussion on the future of virtual

currencies and their impact on the economic environment after their regulation.

Service to the community

The 'Bergson lectures' example

Sharing research expertise with young students from an institution of secondary education is part of the ESSCA School of Management's wish to reach out to the local community.

Each year, the Lycée Bergson in Angers organises a series of interdisciplinary evening lectures for its students of their humanities track, drawing on the expertise of external scholars. The topic is imposed by the admission exams prepared by these students – in 2018-2019, the lectures were expected to address a theme linked to “memory”. In 2018, three members of the EU-Asia Institute of ESSCA responded to the invitation.

Anne Musson grounded her lecture on the question to what extent indicators may constitute the memory of our economy. How can indicators help remember the past and improve the present and future? The memory they provide is a subjective one that can easily be manipulated. Indicators are the “silent witnesses” of economy, they can only speak when put into their historical, sociological and political context.

Cyril Fouillet drew on his research on monetary and financial practices in order to speak about the history of the bank account – taken for granted today, but owned by only 17% of French households as late as 1966! Mobilising findings from history, geography, sociology and economics, he touched on moving representations of what is considered formal and informal in monetary practices.

Abrecht Sonntag summed up the state-of-the-art of research on “collective memory”, demonstrating to what extent a shared remembering of the past remains a cornerstone in the construction

process of collective identities. He argued that in increasingly multicultural societies, destabilised by globalisation anxieties, there will be less and less consensus on what should be remembered by whom and for what purpose.

Impact of Brexit on Western France's Pays de la Loire Region

Driven by the Abrecht Sonntag, in February 2019, ESSCA School of Management in Angers organised in partnership with the Regional Council, Alliance Europa, Newcastle Business School and the think-tank 'The UK in a changing Europe', a public event dedicated to the impact Brexit on Western France's Pays de la Loire region.

Insight on cooperation

A recognised scholar in social and solidarity-based economy, Anne Musson regularly seizes opportunities to share her experiences and insights and engage in public debate all across France. On November 2017, she took part in the biennial festival of Nature & Progrès, a French organisation established in 1964, which certifies good practices in business, especially for farms and craftsman. Anne Musson spoke during the 6th edition of this festival, focusing on the topic of cooperation.

In January 2019, ESSCA in collaboration with the Ecole Supérieure de l'Agriculture (ESA), the Catholic University of the West and the University of Angers organized a conference on the topic: "Enter cooperatives. The reasons for the commitment". Students of the last-year professionalization major on Social innovation and management of social and solidarity economy were involved in this project.

Local and societal action

Apart from requests from organisations and local/regional associations to organise events linked to policy of prevention of the risks underlined above,

over the last few years, the school has put in place a half-day charity event which consists in organising a collection in the streets during the beginning of the new school year. The collection is carried out by 1st year students on each and every ESSCA campus for the benefit of humanitarian organisations.

At the beginning of the 2017 new school year, this collection returned €15,222.02 (Angers: €2,431, Boulogne: €6,605.67; Bordeaux: 2,607.65; Lyons: €2,654.62 and Aix-en-Provence: €923.08. The humanitarian associations and NGOs who received the money were Vaincre la Mucovisidose (Beating Mucoviscidosis), Marie rêves et espoirs, Laurette Fugain, Secours populaire and Aviation sans frontière.

Equal opportunities

Since its creation, ESSCA has supported or proposed measures in favour of equal opportunities thus matching its values and ethics. Some examples are the Handisport Challenge organised by ESSCA in March 2017 in Aix-en-Provence with the Comité départemental Handisport des Bouches-du-Rhône (Departmental Committee for Handisport in the Bouches du Rhone department).

Regional collaboration helping CSR

ESSCA has its roots in the Pays-de-la-Loire region and has always participated actively in the socio-economic life of the region. Each of the new campuses has been given the mission to develop similar, locally relevant, links with its environment by 2024.

The CSR Trophies of the Pays de la Loire

The CSR Trophies of the Pays de la Loire represent a major event in the promotion of CSR to the firms of the region. Their objective is to encourage companies to move forward with their CSR agenda. Since 2017 ESSCA, together with two other higher

education establishments of the region (École Centrale de Nantes and ESAIP) has been the only management school which actively participates in accompanying companies that wish to enter the Trophies. This is carried out by students who are enrolled in the professionalisation major in social innovation of the social and solidarity economy programme.

Do you speak CSR?

In 2017 and 2018 ESSCA's representative took part in the project supervised by the Comité 21 Grand Ouest (West of France committee) whose objective was to propose a platform to the Pays de la Loire region's organisations. This platform, called "Do you speak CSR?" helps the organisations involved to understand, set up and supervise a CSR approach. This tool is designed to help socio-economic players whether they be Company CEOs, staff, economic developers, regional elected representatives or training organisations. Its originality resides in the proposition of the two profiles "one discovery profile" and an offer designed for "already aware profiles" in order to suit the greatest number

Téléthon

Since the 2015 edition, ESSCA has chosen to support research into illnesses by supporting the 24 hours Telethon which takes place each year in Angers during the nationally organised Telethon weekend. Staff and students are encouraged to participate in a 24-hour running or walking relay. Every year, around 500 km are run or walked by the ESSCA community. Every year ESSCA also gives a donation to the AFM an association in charge of research into genetic illnesses.





PRME

This is our **Sharing Information on Progress (SIP)**
Report on the Implementation of **Principles for
Responsible Management Education**

ESSCA School of Management is dedicated to educational and business changes toward a sustainable society. By engaging with broader stakeholders, assessing our own CSR efforts and by sharing and developing resources for teaching, research and outreach, ESSCA School of Management will lead change and create social impact.

Everyday life at ESSCA School of Management shall reflect the traditional humanistic values on which the School was founded.

