



**LEARN, ACT,  
IMPACT**

**IMPACT REPORT 2024-2025**



EMPOWERING CHANGEMAKERS FOR A BETTER SOCIETY



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# A YEAR OF COMMITMENT AND TRANSFORMATION

**Myriam DEGRAVE.** 2024-25 was a year of significant collective progress at IESEG, despite an uncertain and ambiguous global context.

I was particularly inspired by the authenticity of the discussions within teams as they built their social and environmental impact roadmaps. The creation of a transition competence framework is an ambitious, concrete milestone in our educational model, driven by the energy of our Sustainability Ambassadors.

Student engagement has also intensified. Initiatives such as the Changemaker Odyssey, the Impact Corners, Care Day and the Equal Opportunities Student Committee are transforming student experience. They help pave the way for a new generation of ethical and sustainable business leaders.

Looking at the future, sustainability remains a guiding principle in our strategic choices. It is reflected in the new partnerships with committed stakeholders, new courses and increased support for student projects. In a world of progressively overshot planetary boundaries, we need to stay true to our mission: to make sustainability a tangible driving force.



**Myriam DEGRAVE,**  
Deputy Director of Social  
and Environmental Impact

**Caroline ROUSSEL,**  
Managing Director

**Caroline ROUSSEL.** Now more than ever, it is essential to stay the course and hold fast to our convictions on sustainability. This is particularly relevant in a context where eco-anxiety is met with scepticism, and where participation by heads of state and government in COP 30 has dropped sharply, at a time when preserving biodiversity on a global scale has never been more crucial. At IESEG, the 2024-25 academic year was characterised by teams' strong commitment to developing the school's CSR strategy. While the school already has a clear, formalised CSR strategy, it is now up to the various departments and services to draw up ambitious yet realistic roadmaps. These roadmaps are the concrete outcome of the 'Transition 2026' training plan, which involved all of the school's employees over the past year.

The 'Transition 2026' training plan and the associated roadmaps have won several awards, including internationally, and are an indication of IESEG's maturity in terms of CSR. Co-developed with stakeholders, including administrative and academic teams, students, and graduates, these roadmaps were presented to the Management Committee and symbolise the entire community's commitment to training agents of change for a fairer, greener, and more responsible society.

There is still much work to do, but the areas for improvement have been identified and the next steps mapped out. The rapid development of generative artificial intelligence means we must prioritise frugal technology and raise awareness of the responsible use of technological tools among as many people as possible, starting with our students. The sustainability roadmap is only beginning.

# KEY FIGURES

2024-2025



**81%**

of courses incorporate social and environmental impact.



**36%**

of graduates are employed in CSR-related roles.

Nearly



**1,900**

students participated in the first Changemakers Odyssey event.



Over  
**1650**

students completed the 'Prevention of Gender-Based and Sexual Violence' training module (SPOC). Since 2020, **more than 7,300** students have received training.



**1,332**  
tons of CO<sub>2</sub>e



The average IÉSEG carbon footprint per user (staff members and students).



**61**  
courses in the Grande École

Programme (PGE) specialise in social and environmental impact.



of Master's theses and consulting projects focus on social and environmental impact.



of research publications focus on social and environmental impact.



# HIGHLIGHTS 2024-2025

## ▼ SEPTEMBER 2024

### New partnership with Teale

IESEG has partnered with Teale, a mental health prevention platform, to strengthen its commitment to student well-being.



## ◀ NOVEMBER 2024

### Cofidis became a major sponsor of the IESEG Foundation

Cofidis has committed to advancing equal opportunities by becoming a patron of the IESEG Foundation, pledging €300,000 over three years.



## ^K OCTOBER 2024

### Launch of Impact Corners

Impact Corners have been opened, providing collaborative spaces dedicated to ecological and social transition on campuses.



## ^K JUNE 2025

### IESEG received the United Nations PRME Education Award

The school received the award for its 'Transition 2026' initiative, which recognises institutions that excel in educating students about sustainability issues.

## ^K MARCH 2025

### Presentation of CSR roadmaps

The CSR roadmaps for all services and departments were presented to the Management Committee, marking the end of the first phase of the 'Transition 2026' programme.

# ‘TRANSITION 2026’, PHASE TWO!

Launched in February 2023, the ‘Transition 2026’ initiative aims to empower the entire IÉSEG community with the skills needed to address the significant challenges of our time. The year 2025 marked the end of the first phase and the start of the second.

Going beyond the scope of a traditional training programme, ‘Transition 2026’ involves a comprehensive restructuring of teaching methods and the implementation of extensive CSR initiatives across all levels of the school.

The first phase consisted of a compulsory five-module training course for all teams to update their knowledge of sustainable development, diversity, and interculturality. The sixth module, which was specific to each of the ten academic departments and sixteen administrative services, provided an opportunity to reflect on how to integrate sustainability into everyday professional practices practically. A seventh module then led each department and division to develop its own three-year impact roadmap, presented to the Executive Committee in March 2025. In total, the seven modules represented a 23-hour training course.

## ■ Implementing the strategy: the content of the roadmaps

Professors have identified the key sustainability skills to be integrated into teaching models. This enables the visualisation of achievements, gaps, and areas for improvement, ensuring a structured and consistent development of students’ skills throughout the programme.

## ■ Students and graduates were involved in the process

In addition to the work carried out by the IÉSEG teams, four consultation sessions were organised in May 2025, bringing together **48 participants** (40% students and 60% graduates). This approach generated **150 proposals** for action, grouped around about 30 themes, thereby promoting collective intelligence and community ownership of the strategy.

## A commendable initiative

Recognised in 2024 with the Financial Times’ Responsible Business Education Award, IÉSEG went on to win the **United Nations PRME Award** in the ‘Organisational Practices’ category in 2025.

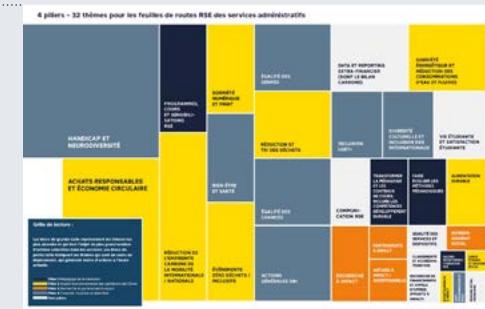


+560

employees have been trained through a programme dedicated to social and environmental impact.

## Explore the mapping of 32 themes for administrative services

The school has identified around 30 themes related to corporate social responsibility (CSR), including reducing the carbon footprint of mobility, improving energy efficiency, managing waste, promoting gender equality and equal opportunities, including LGBTQ+ people, celebrating cultural diversity, improving well-being and mental health, conducting impact research, and producing non-financial reports.



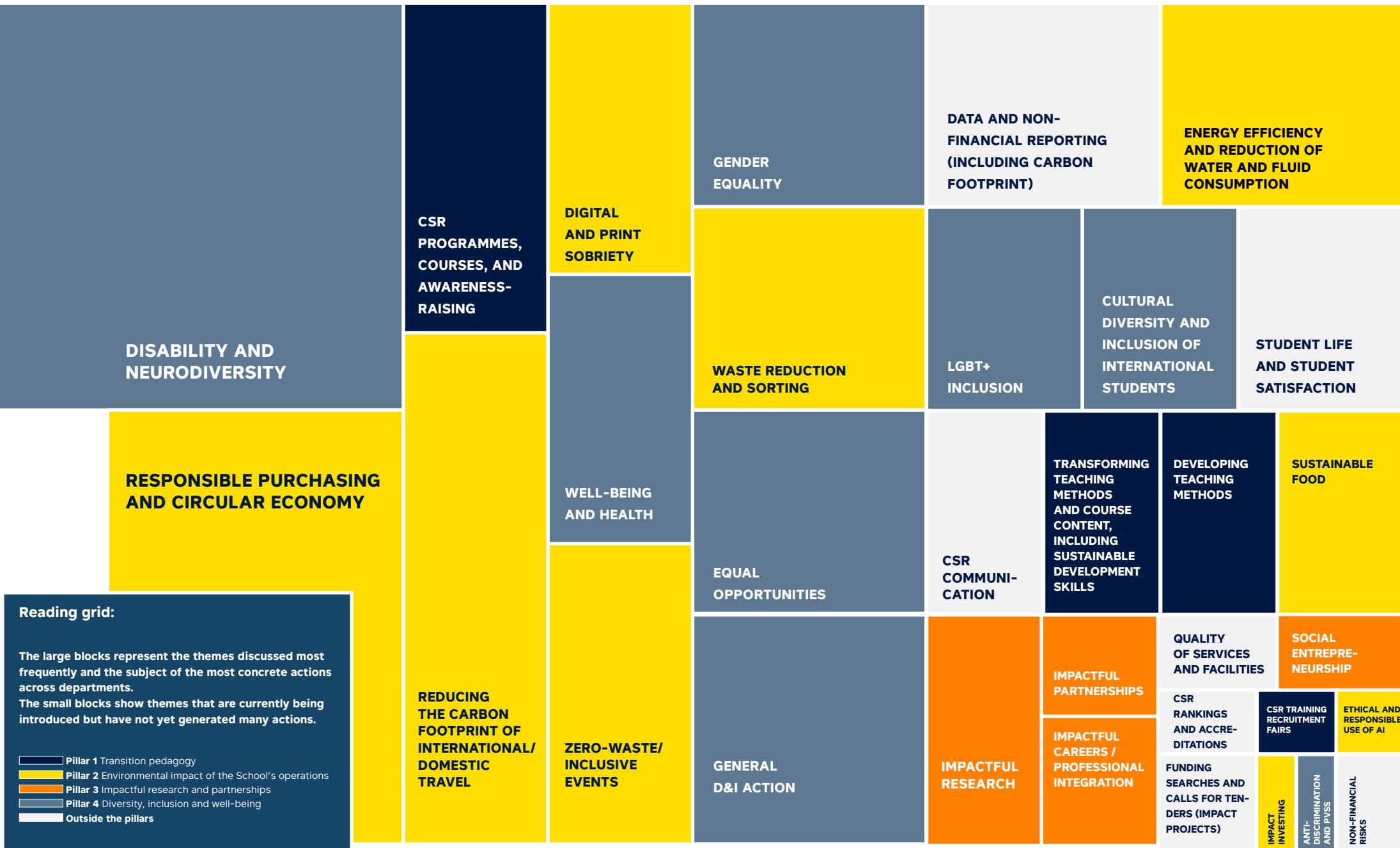
## The design of the roadmaps has resulted in:

 **68** key areas

 **253** actions

 **160** indicators

## 4 pillars - 32 themes for CSR roadmaps for administrative departments



# A REAFFIRMED VISION

*At a time of profound change for higher education institutions – in terms of technology, the environment and society – IÉSEG has chosen to revisit its trajectory and priorities for 2035 collectively. Ten years after the first participatory process, the school has once again brought its community together around a shared vision.*



In 2015, the entire IÉSEG community – administrative staff, the board of directors, alumni, and others – spent 18 months on the [Vision initiative](#), collectively envisioning what the school would be like in 2025. This collaborative effort produced the iconic phrase: **‘Empowering change-makers for a better society’**.

Ten years later, this ambition remains as relevant as ever. However, the world has changed, as has the School. It has expanded and strengthened across many areas, and its reputation has grown in France and internationally. In 2023, the pillars of the Vision were updated to ensure they remained relevant and aligned with today's challenges. In June 2025, the **‘Vision – Get Together’** seminar brought together **400 participants**, including staff, students, and alumni, to consider the School's future development in an evolving context while staying true to its vision and founding principles.

## **A Fresque de l'Enseignement Supérieur (Higher Education Fresco) to outline the challenges**

Simplifying complexity, making technical subjects accessible, encouraging ownership of issues, stimulating exchange and dialogue, and exploring avenues for action. The [Fresque de l'Enseignement Supérieur](#) was entirely imagined, designed, and produced by the School's teams and was unveiled for the first time at the Vision – Get Together 2025 Seminar. How can we reconcile the rise of AI with ethics and sustainability? How can programmes be adapted to meet the new expectations of employers and young people? What should the future of internationalisation look like in a world undergoing geopolitical change?

This unique tool enables us to identify challenges, analyse their consequences, and develop solutions to guide the School's future development and consolidate its position as one of the world's leading institutions.



*I was impressed by the energy that emanated from all the groups. There was significant creativity, and everyone created a different Fresque, even though they started with the same cards. New ideas emerged from all these exchanges.*

**Pietro BORSOTTI,**  
Head of Corporate Relations  
and Fresque facilitator



### [Label DD&RS](#)

Since June 2023, IÉSEG has been certified as a Sustainable Development and Social Responsibility (SD&RS) institution. This national accreditation recognises the relevance and impact of its strategy in the five areas of the framework: Strategy and Governance; Education and Training; Research and Innovation; Environment; and Social Policy.

# COMMITTED GOVERNANCE

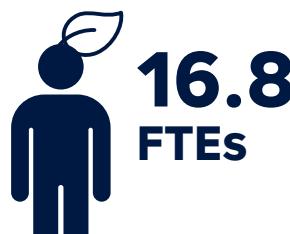


Members of the Social and Environmental Impact Department

IÉSEG's social and environmental impact is a highly cross-cutting issue and a constant concern for every department and division. The Social and Environmental Impact Department (DISE) coordinates and guides the actions of all stakeholders involved in sustainable development issues within the school and the IÉSEG community. These include Sustainability Ambassadors, ICOR, the IÉSEG For Change alumni club, the IÉSEG Foundation, disability advisors, and impactful student associations such as ACT.

Represented on the Management Committee, DISE plays a central role in IÉSEG's governance by advising on, supporting, and supervising the School's overall sustainable development strategy.

Myriam DEGRAVE has been responsible for social and environmental impact since May 2025, overseeing the implementation of IÉSEG's sustainable development strategy and representing the school externally.



within the School are currently dedicated to social and environmental impact issues.

## One School, three governing bodies

As a private higher education institution of general interest (EESPIG) and a non-profit association affiliated with the Catholic University of Lille, IÉSEG comprises three central bodies.

**WHO?**



**WHAT?**

### The Board of Directors

Volunteers from the socio-economic sector

Defining the School's strategy and objectives

### The International Advisory Board

Prominent figures from the socio-economic and academic circles

Providing international expertise to support the school's strategy and development

### The Management Committee

Directors of IÉSEG services and departments

Ensuring that the School's strategic objectives are aligned with its day-to-day operations



# 4 PILLARS OF SOCIAL AND ENVIRONMENTAL IMPACT

## **Transition pedagogy**

Developing sustainability knowledge, skills, and passion

## **Environmental impact on the School's operations**

Establishing a responsible campus

## **Impactful research and partnerships**

Catalysing change through impactful research and partnerships

## **Diversity, inclusion, and well-being**

Creating a diverse and inclusive environment supportive of everyone's well-being



**Serious games** - Over 1,200 Bachelor PGE students took part in the creativity module, 'A Game for a Societal Challenge', which was coordinated by Alexandra Olivetti and supported by the CETI.

## TRANSITION PEDAGOGY

*Equipping new generations to build a sustainable future.*

**61**

courses in the Grande École Programme are directly devoted to sustainable development issues.

**81%**

of courses in the Grande École Programme address social and environmental impact.

# COMPREHENSIVELY REVISED CURRICULA

IÉSEG is transforming its educational approach to ensure every student acquires the skills necessary for the ecological and social transition. This overhaul aims to make environmental and social issues central to every course.

## Eleven Ambassadors, one conviction

In September 2024, IÉSEG appointed **11 Sustainability Ambassadors**, one for each of the School's 11 major disciplines. Their mission: to transform courses to build a coherent, ambitious sustainability skills pathway from the first day to each student's graduation.

*In Information Systems Management courses, the environmental impact of digital systems has been identified as a key concern. In line with the Shift Project's recommendations, we ensure that all students understand the concept of digital sobriety. Life cycle analysis helps them understand the need for digital sobriety and how to implement it in business.*

**Frank GOETHALS,**  
Professor and Sustainability Ambassador,  
'Information Systems Management'.

The educational component of the 'Transition 2026' project was designed to integrate environmental and social issues across all courses, resulting in a comprehensive overhaul of content. In 2024, a set of transition skills was developed in collaboration with all academic departments, based on the [Shift Project's ClimatSup Business report](#) and the [CDEFM reference framework](#). This collaborative process identified the essential skills needed to address transition challenges across disciplines.

### Example of sustainability skills identified by the Information Systems department:

- **Skill 1:** inclusive and sober use of ICT (information and communication technologies)
- **Skill 2:** making the company more sustainable through ICT
- **Skill 3:** purchasing sustainable ICT
- **Skill 4:** collecting data on sustainability
- **Skill 5:** understanding the impact of geopolitical and natural issues on the availability and reliability of ICT (business continuity)

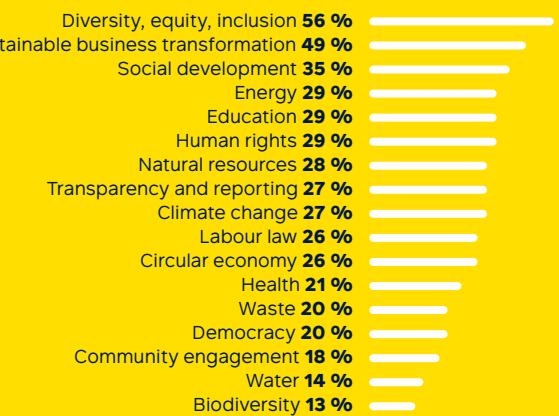
## ■ Operational phase

These impact roadmaps, drawn up by each of the School's 10 academic departments, are now guiding the revision of teaching content.

Among the changes implemented in the PGE:

- Compulsory sustainability courses now include more in-depth technical information on planetary boundaries, climate risks, tools, and scenarios (Sustainability & Business, Environmental Management).
- The Introduction to Artificial Intelligence course now incorporates the environmental impact and ethical risks associated with AI.
- Degrowth is now included in economics courses (Energy and Environmental Economics).
- Two accounting courses now cover the European Directive on Sustainability-Related Disclosure (CSRD).

### Percentage of courses covering the following topics



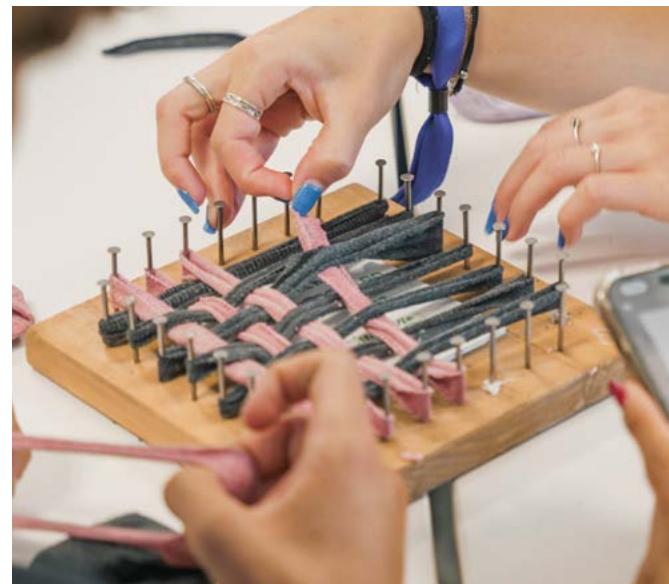
# FLAGSHIP INITIATIVES

*Educational innovations are multiplying at IESEG, both in teaching and more broadly across the School's life. The aim is to equip students with the knowledge and skills they need for their future careers and to encourage them to commit to sustainable, responsible development.*

## ■ Changemakers Odyssey: diving straight into the SDGs

From their first week of classes, new students in the Grande École and Bachelor in International Business programmes participate in [Changemakers Odyssey](#), a day organised with [MakeSense](#). This friendly, unifying initiative enables students to build relationships while tackling challenges aligned with the United Nations' [17 Sustainable Development Goals](#) (SDGs).

On the Lille and La Défense campuses, participants—divided into groups of six to eight—take on approximately 30 challenges, including collecting cigarette butts, participating in workshops to raise awareness of stereotypes, promoting anti-waste apps such as Too Good To Go, and more. Along the way, they get to know each other, their campus, their city, and local community organisations.



1,892

students took part in the first edition of the Changemakers Odyssey.



*As an alumnus, I was delighted to see the class of 2024 embark on this odyssey. Being able to take action on the SDGs and earn the title of 'changemaker' from day one is a rewarding experience. When I started university, I would have loved the opportunity to identify classmates committed to the same causes as me and to see the School make commitment 'cool'. Returning to campus to organise this event and seeing the involvement of the new students was a moving moment.*

**Victor SENAVE,**  
Head of Student Engagement  
and Higher Education Transformation,  
IESEG graduate 2018

## Impressive results



**60**

hygiene kits were assembled and distributed to the French Red Cross and La Cloche.



**730**

downloads from the Too Good To Go platform.



**76**

bars joined the #SafeBar campaign.



**665**

students calculated their carbon footprint and considered solutions.



**24,000**

cigarette butts were collected and recycled.



## What students want after Changemakers Odyssey

**10%**

start a business for the common good.

**14%**

volunteer by joining a local organisation or initiative.

**80%**

of respondents (984) report feeling encouraged to take action.

**16%**

remain inspired by accessing more content on the subject.

**29%**

want to experience immersion with social innovators.

**5%**

don't know yet.

**26%**

make a difference by finding a job that matters.

## ■ Master in Management for Sustainability: a role-playing game promoting CSR

Launched in 2022, the [Master's in Management for Sustainability](#) prepares students to address the challenges of sustainable development in their future professional environments. At the end of the programme, they participate in a two-day immersive boot camp centred on a life-size role-playing game in which they play the leaders of a fictional luxury goods company, Luxaros, facing a sustainability crisis—accusations of greenwashing, social tensions, and supply chain disruptions. This crisis management exercise draws on all the skills acquired and strengthens the students' ability to make responsible decisions.



B Leaders class of 2024-2025.

## ■ International negotiations: plastic pollution, a real-life case study

For the 'Negotiating International Political Agreements' module, Hayley Walker drew on her experience as a Belgian delegate in the negotiations for the global treaty on plastic pollution to create an engaging course. Spanning eight hours, the course includes a diplomatic simulation that enables students to experience the complexities and practical challenges of international environmental negotiations.

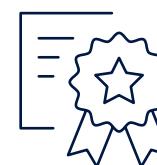
## ■ Recognising commitment: the Sustainability Certificate

Created in 2018, the [Sustainability Certificate](#) recognises students' involvement and commitment to CSR throughout their studies at IÉSEG. It has become a real differentiating factor for recruiters. In 2025, **33** students obtained the Sustainability Certificate.



# 1,369

students in the PGE Master's programme took the TASK by Sulitest assessment, the first international certificate of sustainability knowledge.



# 103

students took the elective course required to become B Leaders. This training prepares them to support companies in obtaining B Corp certification.



“

*Receiving this Sustainability Certificate is both an honour and an achievement: it validates the enriching academic, associative, and professional experiences I have had throughout my time at IÉSEG. This certificate will allow me to build on my knowledge of these subjects at the start of my career.”*

**Léa BOIDIN,**  
PGE graduate class of 2024

# STRONG ENGAGEMENT OF THE ENTIRE IÉSEG COMMUNITY

## ■ Impact Corners: learn, engage, progress

Launched at the start of the 2024 academic year, Impact Corners are spaces open to the entire IÉSEG community and dedicated to reflection and action on major societal issues.

A total of **60** events have been organised, with almost **600** participants. They explore a wide variety of activities, including Inspirational Tuesday (which focuses on impact jobs), discussions with Shifters, an introduction to vegetable dyes, stress management, and breathing techniques.

### The results speak for themselves:

- Participants' knowledge level increased from 2.7/5 to **4.3/5** after the workshop.
- **45%** plan to change their behaviour;
- **34%** plan to raise awareness among their friends and family.



## ■ Care Day: one planet, one day, three themes

Taking place in March at the La Défense and Lille campuses, Care Day invites the IÉSEG community to reflect on the state of the planet, community life, and mental health. Designed as an interactive experience, the day combines games, challenges, creative workshops, and artistic activities centred on three themes: Planet, Community, and Mental Health. The aim is to encourage people to get involved! The following associations will be present: **Planet**: Linkee, the Food Bank, Sophie au Naturel, and Les Tinctoriales; **Community**: AFEV, the Red Cross, Entourage, Jeunes & Roses, Article 1, and Terre Solidaire; and **Mental Health**: Teale and Nightline.



 **70%**  
of participants reported that Care Day improved their understanding of social, environmental, and mental health issues.

## ■ IÉSEG CONSEIL Paris named best Junior Enterprise in France!

At the National Summer Congress of Junior Enterprises, IÉSEG CONSEIL Paris won the 2025 Award of Excellence and the Best Consulting Study Award, presented by EY, for its Toyota project. Among other initiatives, IÉSEG CONSEIL collaborated with the Social and Environmental Impact Department to co-develop the School's mental health strategy and build a partnership with Teale.



### Student life, committed associations

**8** student associations are fully dedicated to CSR issues and have mobilised **110** students – equivalent to **12%** of those involved in the School's student life.

## PILLAR 1

### Key performance indicators

Category	Indicators	2023-2024	2024-2025
Transition pedagogy	Percentage of courses that incorporate social and environmental impact	N/A	81%
	Number of Grande École Programme (PGE) courses specialising in social and environmental impact	N/A	61
	Number of students who completed the Task by Sulitest assessment	1,254	1,369 Total: 2 623
	Number of students who have received the Sustainability Certificate	29	33
	Number and percentage of Master's theses and consulting projects on topics related to social and environmental impact	396 37%	439 40%
	Number of corporate academic events on impactful topics	N/A	16 12,4%
	Number of students trained to become B Leaders	79	103
Student commitment to impact	The number and percentage of students involved in student associations focused on social and environmental impact	118 11%	110 12%
	Number of student associations focusing on social and environmental impact	N/A	8
	Number of students participating in the introductory seminar on impact (Changemakers Odyssey)	1,610	1,892 Total: 4,902
	Number of B Corp company interventions currently underway at IÉSEG; participation in hackathons or group projects, etc.	N/A	64
	Number of events organised in the Impact Corners	0	60
	Number of visits to Impact Corners	0	600
Visibility and communication	Number of articles published on IÉSEG websites on topics related to sustainable development	62	58
	Press coverage related to sustainable development	189	171



## ENVIRONMENTAL IMPACT ON THE SCHOOL'S OPERATIONS

*A responsible, sustainable, and resilient campus provides the best possible learning and working environment.*

**3,400 m<sup>2</sup>**

of green roofs on the  
IÉSEG's urban campuses  
boast

+€15,000

of funding has been  
awarded by the  
#TakeTheTrain Fund.

# 2024-2025 CARBON FOOTPRINT: MONITOR, ADJUST, PROGRESS



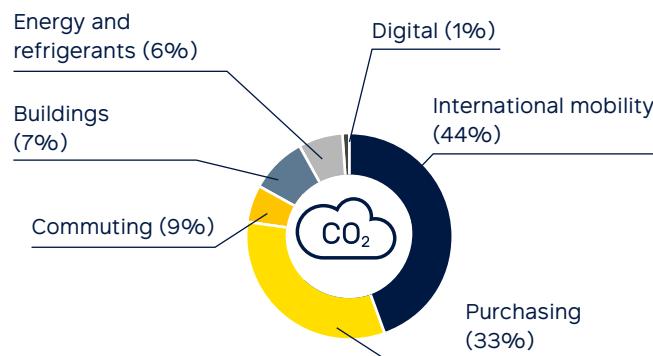
IÉSEG is continuing its ambitious approach to reducing its carbon footprint and enhancing the sustainability of its campuses. The result of ongoing dialogue with students, alumni, management, and partner companies, [the climate action plan](#) addresses all areas: reducing energy consumption, using responsible digital technology, making sustainable purchasing decisions, protecting biodiversity, and improving mobility. To ensure reliable monitoring, the school has revised its carbon footprint methodology and incorporated additional data. The years 2023-2024 and 2018-2019 have been recalculated for comparison with 2024-2025.

## 2024-2025 results

Total greenhouse gas emissions amounted to **12,109 tonnes of CO<sub>2</sub> equivalent**, representing a **3% increase** over the previous year (due to growth in the number of students and staff).

Per-person emissions are **1.33 tCO<sub>2</sub>e**, a **2.3% decrease** from 2023-2024.

## Breakdown of emissions by sector in 2024-2025



## Our carbon footprint



**1%**  
Scope 1

**5%**  
Scope 2

**94%**  
Scope 3

- **Scope 1:** direct emissions produced by the organisation
- **Scope 2:** indirect emissions related to the organisation's energy consumption
- **Scope 3:** other indirect emissions necessary for the organisation's activities

## Commitments

**18 June, 2021**

[Lille Low Carbon Commitments](#)

To reduce the region's ecological footprint.

**24 January, 2022**

[Grenoble Agreement](#)

To integrate socio-ecological transition issues into teaching programmes and on campuses.

**21 July, 2023**

[Post-carbon commitment charter](#)

[for stakeholders in Paris-La Défense](#)

To set carbon emission reduction targets.

# ECO-FRIENDLY BUILDINGS AND SUSTAINABLE FLUID MANAGEMENT

*Consume less, consume better, consume differently: IÉSEG is continuing its ecological transition by taking action across all fronts—energy, water, waste, and digital technology—to create increasingly sustainable and responsible campuses.*

## ■ A virtuous and sustainable energy policy

In the context of the energy transition and cost control, managing **energy consumption** is central to IÉSEG's strategy.

This approach is based on two complementary areas:

**1. Overhaul of electricity contracts:** for all buildings, implementation of certified renewable supply contracts (guarantees of origin).

**2. Optimising space occupancy:** reducing Saturday opening and scheduling closures of specific sites at different times of the year, which, when averaged out, represents several cumulative months.

These initiatives demonstrate the School's commitment to balancing economic performance and environmental responsibility while adapting its infrastructure to its real needs.

\* Excluding buildings not controlled by IÉSEG (rental leases, third-party management).



### Energy - greenhouse gas emissions

**70%** consumption from the district heating network

**30%** specific electricity consumption



### Water

**10,411 m<sup>3</sup>** water consumption, of which **130 m<sup>3</sup>** from rainwater or wastewater recovery



## ■ Waste management: concrete progress



IÉSEG strengthens its commitment to better waste management and reducing single-use plastics on its campuses every year. In 2024, a new partnership with [Lemon Tri](#) improved waste tracking and sorting in Lille, ensuring that collections are now more accurately categorised and recycled.



The School also focuses on raising awareness to encourage good daily habits. During European Waste Reduction Week in November 2024, **two “zero waste” workshops** brought together students and staff at the Impact Corner to make natural cosmetics and sustainable household products.

**24 tCO<sub>2</sub>e** of waste, a **37%** reduction compared to 2023-2024



# (EVEN MORE) RESPONSIBLE PURCHASING

## ■ The base of the Grande Arche: an ambitious and responsible renovation

The development of the IÉSEG campus in La Défense demonstrates a comprehensive approach grounded in sustainability and the circular economy. Every choice has been designed to balance functionality, aesthetics, and environmental impact.

### Exemplary equipment and materials

- **Eco-friendly furniture:** all products selected have stringent environmental certifications and a recyclability rate of close to 100%.
- **Controlled origin:** mainly French or European manufacturing, limiting the carbon footprint associated with transport.
- **Sustainable materials:** use of certified wood, recycled steel, and panels made from recycled materials.



### A circular economy approach

- **Reuse and repurposing** of existing elements.
- **Choice of certified suppliers** who are committed to responsible production.
- **Continuous search for innovative solutions** to reduce the overall impact of developments.

### A sober and soothing environment

- **100% LED lighting**, guaranteeing both energy savings and high-quality lighting.
- **Spaces designed** to offer comfort, well-being, and aesthetic consistency.

## ■ Responsible promotional materials

The responsible purchasing strategy has been implemented across the school's entire range of promotional materials, enabling clear objectives for 2030.

- a catalogue comprising fewer than 15 items, all of which are manufactured in Europe.
- 50% of products will be made from recycled materials.
- 25% of promotional materials will be intangible;
- 25% of products will be sourced from start-ups founded by IÉSEG graduates.

The new catalogue will incorporate these guidelines from 2025-2026. A single stock is also planned, along with the launch in January 2026 of an automated stock management tool to facilitate monitoring and control of consumption across the School. This system will then be extended to all media, including POS advertising, brochures, and more.



**69%**

of promotional materials produced in Europe in 2025.

## Towards responsible digital technology

As IT equipment accounts for 95% of carbon emissions from digital technology, IÉSEG has made responsible digital technology a priority category in its purchasing policy.

This year, the school has strengthened its ties with **Latitudes**, a community of technology professionals founded by one of its alumni. IÉSEG has also joined the **Code Vert** campaign. Led by Jobs That Make Sense and Latitudes, this national programme supports higher education institutions in their digital transition and is backed by organisations such as ADEME, CNRS, and INRIA.

**873**

students and **90** staff members trained in ethical and responsible AI

**138 tCO<sub>2</sub>e**

a 38% reduction compared to 2023-2024



**80%**

of end-of-life IT equipment entrusted to SSE partners

# INTERNATIONAL MOBILITY EMBRACING THE WORLD WHILE COMBINING EXCELLENCE AND RESPONSIBLE MANAGEMENT

*With 342 partners in 74 countries, IÉSEG is firmly established on the international stage. However, the School's goal of reducing its carbon footprint by 31% by 2030 is prompting it to reimagine tomorrow's mobility. New practices are emerging that combine academic excellence and environmental responsibility to make mobility more sustainable.*



*“  
International  
mobility  
accounts  
for 44% of  
IÉSEG’s carbon  
emissions.*

## Sustainable staff travel policy

Launched in 2025, IÉSEG’s sustainable travel policy aims to reduce the carbon impact of business travel by limiting non-essential trips and promoting the most fuel-efficient modes of transport. It is based on three principles:

- 1. Reducing** the number of trips,
- 2. Reduce** the average distance travelled,
- 3. Favouring** trains, buses, or other alternatives to air travel.

In line with the School’s CSR commitments, trains are now mandatory for all journeys under 6 hours and are encouraged for longer journeys.

**5,305 tCO<sub>2</sub>e**

of carbon emissions.  
Of which:



**52%**

Academic exchanges



**36%**

Internships



**8%**

Business travel



**4%**

Other

**0.58 tCO<sub>2</sub>e**

per user, down 3% from  
last year



## #TakeTheTrain, a scheme that's on track

Two years after its launch, #TakeTheTrain has become an established part of IÉSEG students' habits. The initiative provides up to €100 in financial assistance to students who choose sustainable travel options instead of flying for internships or study abroad.

In the 2024–25 academic year, 151 students received funding totalling approximately €10,000 through the programme. Since its inception, 219 applications have been approved, totalling **over €15,000** in aid. Of the beneficiaries, 68% were undertaking internships and 32% were participating in university exchanges.

# SOFT MOBILITY: A LEVER FOR REDUCING EMISSIONS

**1,046 tCO<sub>2</sub>e**

of total emissions related to daily commutes

**12**

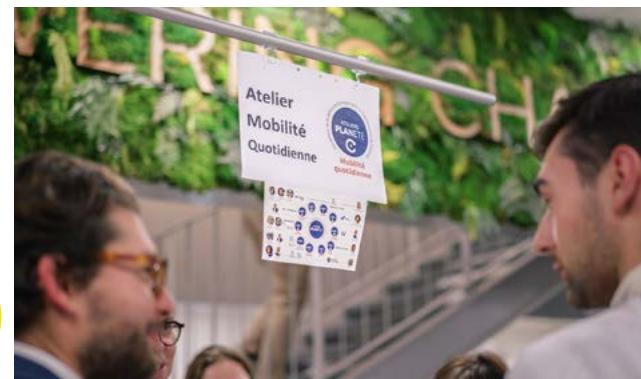
charging stations for electric cars

**135**

secure bicycle parking spaces

**68**

employees benefit from the bicycle mileage allowance.



## ■ Soft mobility: a survey to measure practices

A mobility survey conducted in September 2025 among over 700 IÉSEG students and staff members confirms the momentum initiated by the School in favour of sustainable mobility. Although cars accounted for only **8%** of daily journeys, they generated nearly half (**48%**) of the carbon emissions associated with home-to-school travel. In contrast, public transport (RER, Transilien, metro, and tram), which accounts for **67%** of journeys, generates just **10%** of emissions.

Staff account for only **7%** of users but are responsible for **30%** of daily mobility emissions, underscoring the need to continue efforts to encourage behavioural change. Various initiatives are being introduced, including developing bicycle infrastructure, installing electric charging stations, and implementing a bicycle mileage allowance.



## ■ Virvolt is reinventing the electric bike made in France

“Although electric bikes are becoming increasingly popular, their widespread use has its limitations,” points out Yvan de La Baume, winner of the 2025 IÉSEG Entrepreneur Award. A Virvolt partner since 2020, he advocates a different approach: “The world of electric bikes is heading in the wrong direction. We are manufacturing ultra-connected products that are often imported and difficult to repair.”

Virvolt converts conventional bikes into electric models using locally manufactured motors at the former Renault factory in Flins. “Our motors are easy to repair, affordable, and designed with interchangeable parts.” By focusing on repairability and local production, the company is challenging the prevailing trend of importing. Currently, the company focuses on two areas: electrification kits and supporting manufacturers. “Our kits enable bikes that would otherwise have ended up in the scrap heap to be put back on the road – a truly circular approach.”

The **€8,000** IÉSEG prize will be used to redesign the website and showcase the offering that promises to breathe new life into old bikes.

## PILLAR 2

### Key performance indicators

Category	Indicators	2018-2019	2023-2024	2024-2025
Carbon footprint	Total carbon footprint in tonnes of CO <sub>2</sub> equivalent	8,253	11,753	12,109
	Average carbon footprint per user (staff + students) in tonnes of CO <sub>2</sub> equivalent	1.397	1.363	1.332
Energy and water	Energy carbon footprint in tonnes of CO <sub>2</sub> equivalent	N/A	644	674
	Final energy consumption in kWh/m <sup>2</sup>	160	113	114
	Final consumption of total energy in MWh	5,062	6,548	6,598
	Water consumption in m <sup>3</sup>	5,537	9,251	10,411
	Rainwater or reused water collected in m <sup>3</sup>	N/A	510	130
Commuting	The carbon footprint of daily travel in tonnes of CO <sub>2</sub> equivalent	N/A	946	1 046
	Carbon footprint of daily travel in tonnes of CO <sub>2</sub> equivalent per staff member	0.58	0.62	0.48
	The carbon footprint of daily travel in tonnes of CO <sub>2</sub> equivalent per student	0.06	0.07	0.09
	Number of employees receiving bicycle mileage allowance	35	72	68
	Number of secure bicycle parking spaces	N/A	125	135
	Number of electric car charging stations	N/A	12	12
	Percentage of public transport costs reimbursed	50%	75%	75%
National and international mobility	Carbon footprint of domestic and international travel in tonnes of CO <sub>2</sub> equivalent	4,492	5,193	5,305
	Average carbon footprint per user (staff + students) in tonnes of CO <sub>2</sub> equivalent	0.76	0.60	0.58
	Number of students who received the #TakeTheTrain fund	0	69	151 Total: 220
	Amount of the #TakeTheTrain fund reserved for students	0	5,225	10,386 Total: 15,611
Digital	Digital carbon footprint in tonnes of CO <sub>2</sub> equivalent	63	239	148
	Percentage of digital carbon emissions from IT equipment	N/A	81%	95%
	Average lifespan of our IT equipment (in years)	3	4.8	5
	Percentage of end-of-life IT equipment disposed of via circular economy partners	N/A	N/A	80%
	Terabytes stored	N/A	N/A	187
	Number of staff members trained in ethical/responsible AI	N/A	N/A	90
	Number of students trained in ethical/responsible AI	N/A	N/A	873
	Number of photocopies per year for students	N/A	1.2 million	1.1 million

**PILLAR 2****Key performance indicators**

Category	Indicators	2018-2019	2023-2024	2024-2025
<b>Purchases</b>	Carbon footprint of purchases in tonnes of CO <sub>2</sub> equivalent	2,028	3,714	3,980
	Percentage of items in the responsible promotional material catalogue	N/A	N/A	29%
	Percentage of items in the responsible promotional material catalogue manufactured in Europe	N/A	38.5%	69%
	Percentage of items in the responsible promotional material catalogue produced with recycled materials	N/A	15.4%	62%
<b>Waste</b>	Quantity of household waste in tonnes	70	58.5	38.2
	Quantity of cardboard and paper waste in tonnes	7.7	16.3	13.5
	Quantity of plastic and can waste in tonnes	N/A	10.5	3.6
	Quantity of glass waste in tonnes	0.1	0.7	0.4
	Quantity of electrical and electronic waste and equipment in tonnes	N/A	N/A	1
	Quantity of cigarette butts in kilograms	N/A	N/A	18.2
<b>Biodiversity</b>	Green space as a percentage of the school's total area in m <sup>2</sup>	N/A	2,634	3,400
	Number of beehives	N/A	3	3



## IMPACTFUL RESEARCH AND PARTNERSHIPS

*Make the campus a hub where academia, businesses, and associations come together to turn knowledge into real-life experience.*

**41%**

of research funding is allocated to projects with a social and environmental impact.

**46%**

of start-ups incubated at IÉSEG are impact start-ups.

# PARTNERSHIPS: THINKING ABOUT IMPACT TOGETHER

*As no transition happens in isolation, IÉSEG relies on collaboration to maximise its impact. By bringing together companies, institutions, researchers and students, the school transforms its campuses into laboratories of change where expertise and commitment converge. Each of the following contributes to a collective intelligence focused on innovation and positive impact: NGOs, companies, local authorities, professional networks, and higher education institutions.*

## ■ The Business Climate Convention: a laboratory for transformation

On 14 and 15 November, IÉSEG hosted the 4th stage of the CEC Hauts-de-France 2024 programme, bringing together **55** companies around the theme 'Counting what really matters'. Two days of workshops and conferences – including one by François Gemenne, co-author of the 6th IPCC report – and testimonials from students and graduates provided an opportunity to exchange views and experiment with new approaches. The event led to several scientific publications on the valuation of nature (Revue française de Gestion) and on climate finance (Bankers, Markets & Investors). The students in the workshops helped executives better understand the expectations of future generations regarding CSR.



## ■ Les Ateliers Planète: mobilising actors in the transition

In December 2024, IÉSEG hosted the launch of Ateliers Planète, which brought together several leading figures in the ecological transition: These included Jean-Marc Jancovici, president of The Shift Project; Cédric Ringenbach, creator of La Fresque du Climat; Antoine Pellion, secretary general for ecological planning; and Antoine Capé, president of SCIC Porte-voies. Roundtable discussions and networking opportunities enabled the **400**-plus participants to explore practical tools to support businesses' sectoral transformation.



## Training in responsible business models with B Lab

Since 2022, IÉSEG has collaborated closely with B Lab France, the French branch of the international non-governmental organisation (NGO) that promotes a more sustainable economy.

The **B Corp Party 2025** brought together executives, CSR managers, entrepreneurs and like-minded individuals to discuss B Corp certification and its new standards. The Lille campus was transformed into a veritable playground, with **225** participants, **23** B Corp facilitators, and **20** challenges on planetary boundaries, human rights, and governance. There were also just as many wonderful encounters, all with the same goal: to grow the movement.

## ■ A new tailor-made training course for ESATs and EAs

As pioneers of professional inclusion, the leaders of ESATs (Établissements et Services d'Aide par le Travail) and EAs (Entreprises Adaptées) play a vital part in encouraging the employment of disabled people. To help them overcome the challenges they face, IÉSEG has joined forces with **Le 30 FAB**, a company specialising in social innovation and regional economic development.

This partnership has enabled the development of a training programme for ESAT and EA managers. From February to September 2025, managers from around **ten Pas-de-Calais establishments**, which employ more than 1,600 people, received training in strategy, sustainable value creation, operational excellence, leadership, HR management, business development, and communication with a strong digital focus.

# PROMOTING IMPACT ENTREPRENEURSHIP

**A major driver of economic model transformation, impact entrepreneurship combines entrepreneurial approaches with societal challenges, placing the concept of transition at the heart of the business model. IÉSEG is committed to reconciling economic performance with positive impact by providing comprehensive support through dedicated training programmes, incubation of innovative projects, and applied research.**

## ■ How I Met Your Start-Up: cultivating a responsible entrepreneurial spirit

Since 2015, the 'How I Met Your Start-Up' student association has embodied IÉSEG's entrepreneurial dynamism, creating concrete links between students and the start-up



ecosystem. Driven by a desire to inspire a passion for entrepreneurship, the association has become a fixture in the School's calendar.

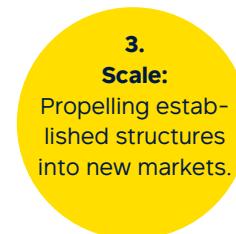
The 10th edition of its public speaking competition, held in December 2024, illustrates this rise in popularity: **800 participants** attended, and the event transformed entrepreneurial pitches into a real show. **Eight students** presented their start-up projects to a professional jury.

Marie Robert, the winner of this year's competition, won over the audience with her presentation of 'Charlotte', an app designed by Ali Blali, an IÉSEG student, to combat street crime.



## ■ The IÉSEG Incubator: a catalyst for innovation since 2015

The Incubator is open to the entire IÉSEG community and offers support through three programmes:



The Incubator & the Social and Environmental Impact Department at Impact Corner

IN 2024-2025



234

new entrepreneurs were supported,



46%

with projects incorporating a social or environmental dimension at the heart of their model.



1,200 Binette banana bags were distributed at the IÉSEG graduation ceremony.

## BINETTE

### ■ Binette: serving circular fashion

A graduate of the Grandes Écoles Programme, Pénélope CHAPUIS took over **Binette** in 2023, an ethical accessories brand founded in 2021. The company fights against textile waste and employs people with disabilities. Pénélope has refocused the business on upcycling and the circular economy.

In just 10 months, Binette has achieved the same turnover as the founder did in 18 months, and it plans to double this figure this year. With the support of the IÉSEG incubator and the CRÉENSO programme, the brand is relocating part of its production, hiring a work-study student, and developing 100% upcycled collections. This demonstrates that responsible entrepreneurship and economic performance can go hand in hand.

“

*Binette's best-selling product is the banana bag, accounting for around 80% of sales. When it comes to raw materials, I am taking upcycling even further. Initially, Binette products were made from industrial fabric offcuts. I also transform finished products that are destined for incineration. I work with one workshop in Tunisia and three in France, including one social enterprise and two ESATs. Working with solidarity workshops has a positive local impact, even if it does involve production constraints.”*

**Pénélope CHAPUIS (IÉSEG, PGE class of 2022),  
director of Binette**

“

*Supporting Libel'Up as part of CRÉENSO has been a formative and engaging experience. This project has enabled us to apply our consulting skills while gaining first-hand experience of the circular economy in the healthcare sector.”*

**Vincent LEROUX,  
Pierre CASTERAN, and Auréliane LEHALLE, students  
in the Grande École Programme**



## CRÉENSO

Prix National du Créateur d'une Entreprise Sociale

### ■ CRÉENSO Award: supporting high-impact social entrepreneurship

Established in 2011 by IÉSEG and the [Ceetrus Foundation](#), the CRÉENSO Award annually celebrates social and solidarity economy initiatives. The 2025 edition was won by **Libel'Up**, a company that collects, refurbishes, and redistributes medical equipment to people in need in the Hauts-de-France region. Three IÉSEG students conducted a strategic benchmarking study over the course of a semester, after which the company received a **€25,000** grant to accelerate its development.

This year, the jury also presented **La Cavalerie Arc-en-Ciel** with the Prix Coup de Cœur. Founded by Tatiana MOLÉ, this inclusive equestrian centre promotes the well-being and inclusion of people with disabilities through horse riding.

# RESEARCH: EXCELLENCE FOR IMPACT

*In the face of ecological and social challenges, IÉSEG is implementing an ambitious research strategy comprising eight centres of excellence and research. Six of these centres focus directly on sustainability issues and develop complementary expertise.*

## ■ 3 centres of excellence



- **ICOR (IÉSEG Center for Organizational Responsibility)** works on transforming business models and alternative governance mechanisms, such as social enterprises. Analyses the role of leaders in driving transformation and activism.
- **Founded in 2017, the IÉSEG Center for Intercultural Engagement (ICIE)** brings together academics and members of the School's various departments to address issues of intercultural dynamics in business.
- **ICoN (IÉSEG Center on Negotiation)** focuses on negotiations within large NGOs, such as the COP.

## ■ 3 research centres

- The **iRisk center (Center for Risk and Uncertainty)** focuses on issues related to climate risk and decision-making in situations of uncertainty.
- Since 2021, **IFLAME (Family, Labor and Migration Economics)** has been studying the microeconomic determinants of individual labour supply and family outcomes.
- Finally, **IQuant**, dedicated to **quantitative economics**, focuses on topics such as the macroeconomics of climate change.

**They all share the ambition of developing actionable knowledge to support businesses and regions in their transformation.**

**82**



publications devoted to topics related to social and environmental impact (29%)

**63**



research conferences addressed these topics (28%).

**11**



research seminars focused on these issues (50%).

**7**



projects resulting from direct collaborations between the School and its partners, including businesses, public decision-makers, and academic institutions.



## Two research chairs dedicated to sustainable development

IÉSEG has established two research chairs to address the significant challenges of sustainable development.

Founded in 2022, the '**Sustainability of Business in Society**' chair helps organisations to rethink their business models from ecological and long-term perspectives.

Created in 2023, the '**CFO and Sustainable Transformation**' chair supports CFOs in addressing social and environmental issues by exploring their role in responsible transitions, collaboration with senior management, and the sustainable digitalisation of financial functions.

# PROJECTS THAT MAKE A DIFFERENCE



## Dissemination and applications

Research conducted at IÉSEG is shared with a broad audience through the [Insights](#) platform, promoting the exchange of methods and best practices.

### Some examples:

- Two models and six best practices to help companies collaborate on ESG objectives
- Green and sustainable finance: trends and challenges explored by international researchers
- The evolving role of the CSR manager: from advocate for change to mediator
- Patagonia, Norsys: Who is entitled to speak on behalf of nature within companies?
- How can we fight for diversity in business in the age of Trumpism?
- How can companies remove barriers to women's advancement?

## ■ CAPABLE: understanding the acceptability of climate policies

Funded by the Horizon Europe programme (2023–2025), the [CAPABLE \(ClimAte Policy AcceptaBility Economic framework\) project](#) is bringing together researchers from seven European countries to analyse the conditions for the social and political acceptability of climate measures. Led by Loïc Berger and Thomas Epper, lecturers and researchers at IÉSEG-CNRS, the project is developing new methodologies to inform public decision-making on climate issues by accounting for uncertainty, social heterogeneity, and behavioural biases. The project will evaluate the European Union's 'Fit for 55' package and the role of decision-makers across different territorial levels.

## ■ GREAT: training students for the green transition

Led by Ronald MCGARVEY, professor at IÉSEG and researcher in operations and supply chain management, the [GREAT \(Green Transition for Economics and Administrative Science Students: Green Jobs, Green Skills, and Green Careers\) project](#) aims to equip economics and administrative science students with the skills needed for the ecological transition. Its ambition is to bridge academic training and the requirements of the European Green Deal, preparing a generation of managers capable of integrating environmental issues into their professional practices and developing new 'green' careers.

## ■ 10<sup>e</sup> edition of the ICOR 2025 Prize: promoting student research on sustainability

The ICOR (IÉSEG Centre for Organisational Responsibility) awarded its [2025 Prize to Mélodie LACHAUD](#) for her thesis on French consumers' energy practices. Her work distinguishes between the concepts of energy efficiency and energy sobriety—'consuming better' vs. 'consuming less'—and analyses the roles of information, motivation, and the rebound effect in changing behaviour. The €2,000 prize is shared between the winner and a non-profit organisation of her choice — in this case, the Primo Levi Centre, which supports victims of torture and political violence who have sought exile in France.



ICOR Prize 2025

### PILLAR 3

#### Key performance indicators

Category	Indicators	2023-2024	2024-2025
Research	Number of centres of excellence and research centres related to social and environmental impact	6	6
	Number of chairs related to social and environmental impact	2	2
	Number and percentage of research publications on topics related to social and environmental impact	54 22%	82 28.9%
	Number and percentage of research conferences addressing topics related to social and environmental impact	66 18.2%	63 28.1%
	Number and percentage of research seminars addressing topics related to social and environmental impact	5 15.6%	11 50%
	Percentage of research funding related to social and environmental impact	N/A	41.2%
	Number of research projects resulting from discussions/collaborations with businesses and policy makers	N/A	7
Partnerships	Number and percentage of partnerships that are NGOs, public entities, associations, mission-driven companies, or B Corps	93 41%	118 65%
	Number of partner organisations participating in the BCI/CSR project (formerly known as People, Planet, Profit)	35	19
	Number and percentage of entrepreneurial projects supported by the IÉSEG incubator whose mission is social/environmental	43 52.4%	80 48.8%



## DIVERSITY, INCLUSION, AND WELL-BEING

*Enabling everyone to express their qualities encourages values such as understanding, empathy, solidarity, and mutual support, which are essential in both school and the professional world.*

**95/100**

Gender equality index score in 2024.

**100%**

of students have benefited from awareness-raising initiatives on well-being and mental health.

# PREVENTING VIOLENCE AND PROMOTING EQUALITY

At IÉSEG, the prevention of gender-based and sexual violence (GBSV) is based on constant vigilance and the promotion of a culture of respect. The school uses a combination of awareness-raising, training, support and sanctions to ensure that the environment is safe and inclusive, and free from all forms of discrimination or violence.

## ■ Gender equality: moving towards parity

Equality between women and men is reflected in the School's governance and activities.

In 2024-2025,  
women represented



Two student-created posters were displayed on campuses to raise awareness of violence and discrimination in the community.

## ■ Taking action through awareness-raising

1,656 students took the "Prevention of Gender-Based and Sexual Violence" training module (SPOC) in 2023-2024, bringing the total to 7,304 since 2020.

152 student association leaders participated in a workshop on the prevention of violence, harassment, and discrimination.

## Programmes and initiatives

• **Women@Dior & UNESCO:** 10 students participated in the international programme to develop entrepreneurial projects with social impact, including online training, mentoring, and inspirational events.

• **Sexism without manners:** on the International Day for the Elimination of Violence against Women 2024, fun sessions led by members of the Women In Business student association and members of the School's administration taught participants how to identify sexist behaviour, sexual harassment, and sexual assault in everyday professional life, and how to respond to it.



“

Three years ago, I joined the Women in Business association to promote gender equality and create a space for women to express themselves and support each other. Leading means listening, guiding, and inspiring. I have been able to organise memorable events to raise awareness among students about the place of women in business and set up partnerships that offer concrete opportunities.”

Laureen SULTAN,  
PGE student, president of Women in Business

# ACTING FOR EQUAL OPPORTUNITIES

To make academic excellence a right rather than a privilege, IÉSEG provides a range of bespoke support measures. This commitment is particularly evident in the work of the IÉSEG Foundation and its partners.



## Ever more committed to Cordées de la Réussite

In 2024-2025, the School continued its commitment to Cordées de la Réussite with the Blaise Pascal (Longuenesse), Diderot (Carvin) and Anne Franck (Roubaix) schools.



205

A total of 205 students from five secondary schools are involved in initiatives with IÉSEG, both through the Cordées programme and beyond.



996

students received internal financial aid.



17%

of inter-campus events organised by student associations were offered at a preferential scholarship rate.

“

*I enjoyed the entrepreneurship-focused activity and the discussions with the incubator students. I am passionate about entrepreneurship and would like to pitch a business idea to a jury.”*

Oskar, 15 ans,  
Blaise Pascal High School

Traditional activities, such as campus visits, career guidance, and student exchanges, have been supplemented by new initiatives.

- **In April 2025**, students spent a day in Paris exploring the La Défense business district and iconic sites, including the Louvre.
- **In June 2025**, a one-day workshop on public speaking was held to prepare for the Brevet oral exam.

## Giving everyone the means to succeed

Since 2021, IÉSEG has been working with **Article 1** to support young people from working-class backgrounds, from secondary school to their entry into the job market. In 2024, it strengthened this commitment by partnering with **Télémaque** to offer scholarships covering up to 75% of tuition fees. From 2025, the funds raised will be used to directly support students experiencing financial difficulties, enabling talented individuals from all backgrounds to access excellent education, regardless of their social background or economic means.



## The IÉSEG Foundation at the helm

The IÉSEG Foundation has been committed to social openness and equal opportunities since 2013, and carried out two significant initiatives in 2024-25.

On **Giving Tuesday 2024**, the Foundation raised **€50,000** to promote equal opportunities in higher education.

The Foundation also signed a historic sponsorship agreement with the Cofidis Group worth €300,000 over three years. This initiative, spearheaded by Nicolas Wallaert (IÉSEG 1995), the CEO of Cofidis France, is aimed at promoting equal opportunities and is based on **three pillars**:

- 1. Guidance programmes and campus visits for secondary school students**
- 2. The awarding of around twenty Cofidis scholarships, each covering 75% of tuition fees for scholarship students**
- 3. The organisation of joint events to mobilise all stakeholders**

The Foundation also received a donation of twenty computers from L'Oréal for scholarship students.

### Four new initiatives in Paris

**1. Serving secondary school students:** In February 2025, seven students from Marguerite Duras secondary school (Colombes) spent a week immersed in campus life. They discovered the services on offer, observed teaching, and interviewed staff.

**2. Career guidance forum with Proxité:** In February 2025, 90 secondary school pupils took part in a careers forum on the La Défense campus, visiting the premises, participating in workshops, and talking to around 30 professionals, including six members of IÉSEG staff.



#### 3. SEIZE your opportunity with L'Oréal

IÉSEG has partnered with Luxury Of Retail by L'Oréal and La Beauté du Monde Inclusive as part of the SAISIR (Supporting Apprenticeship and Inclusive Social Integration in Retail) programme, which is designed for individuals who are far from the job market. This 10-month programme



combines theoretical training with six months of practical experience, enabling 16 participants to obtain a state diploma as beauty sales consultants. The aim is to facilitate their access to sustainable jobs in the beauty sector, with appropriate social support.

“

*I would like to express my gratitude to the IÉSEG teams for their support and professionalism. I will share this opportunity with those around me so other young people can benefit. I sincerely hope that some of my friends and family will have the chance to join this programme. Your commitment to young talent from disadvantaged backgrounds touches me deeply and gives real meaning to inclusion and equal opportunities.”*

**Mohamed,**  
participant in the Artificial Intelligence and Sustainability Summer Programme

**4. Equal Opportunities Programme – Summer Programme:** 13 young people, aged 17 to 22 and selected by various equal opportunities partners, joined the School's summer programme in July 2025. The objectives were to develop business and management skills, improve English language proficiency, acquire intercultural competence and refine career plans through personal development workshops and meetings with companies.



# DISABILITY AND NEURODIVERSITY



## ■ Awareness workshops organised thanks to the TousHanScène award

Thanks to the **TousHanScène** award received in 2024, IÉSEG funded several disability and neurodiversity awareness workshops for students and staff throughout the academic year. Coordinated by the School's two Disability Officers, these workshops explored the realities of disability, broke down certain taboos, promoted inclusive management practices, and encouraged dialogue with professionals with disabilities. Based in Armentières (59), the inclusive artisan cannery "**La Cuisine de Jeannette**" was called upon several times to illustrate these practices in concrete terms.

## ■ IÉSEG at the forefront of inclusive examinations

In 2024, the School won the call for projects launched by the Ministry of Higher Education to 'guarantee the best exam conditions for students with disabilities and/

or neurodivergent students'. The scheme includes a fleet of laptops equipped with powerful spell- and grammar-checking software for written examinations, as well as the loan of noise-cancelling headphones. This initiative aims to ensure fairness in assessing the students' knowledge and skills.

## ■ A new guide for students with reduced mobility

In 2025, the Student Experience and Studies Department developed a support guide for students with reduced mobility (PMR). Co-designed with all School departments, it formalises procedures that ensure these students have equal access to training, premises, and educational activities through coordinated, consistent management of their needs.



members of staff have RQTH (Recognition of Disability Status).



students have declared a disability to IÉSEG's Health Support Mission.



of inter-campus events organised by student associations are accessible to people with reduced mobility.

# CULTURAL DIVERSITY, INTERNATIONAL INCLUSIVITY

*Welcoming and integrating international students is a key part of IÉSEG's inclusivity strategy. This cultural diversity not only enriches the academic experience of the entire student community but also prepares future managers to thrive in a globalised world.*

## ■ A flagship programme with Prépa Saint-Jean in Douala

For the past three years, IÉSEG has been particularly involved in a joint programme with Prépa Saint-Jean de Douala in Cameroon. This programme allows Cameroonian students to complete their first two years of study locally before joining the Grande École Programme in Lille or Paris-La Défense in their third year. The programme welcomed **61** students in 2022 and **59** in 2023. Those arriving in September 2024 benefited from a programme taught in French and English that covered the fundamentals of management sciences and included a compulsory eight-week internship.

This initiative is part of IÉSEG's international strategy focused on Africa. The initiative involves **18** academic partners spanning **9** countries across the continent. These partnerships facilitate student and faculty exchanges and the sharing of educational expertise, with the aim of creating excellent programmes tailored to the African context.



**81%**

of the permanent  
academic staff  
are international.



**25%**

of the school's  
students are  
international.



*My Prépa–IÉSEG programme was a formative experience. Arriving in France after two years of preparation in Cameroon made me realise the value of mutual support, rigour, and resilience. Joining IÉSEG in my third year offered me tremendous opportunities for personal growth but also presented new challenges: managing a budget, adapting to a new environment, and finding my academic bearings. The programme taught me to anticipate, organise myself, and show solidarity, qualities that I was keen to pass on to new arrivals. Being chosen for this mission reinforced my belief that each of us, in our own way, can have a positive impact on our community.*

**Nelly FEUDJIO JOULEGHA**  
PGE student

**48**

IÉSEG students  
participated in exchange  
programmes in Africa  
with one of the school's  
eighteen partners.

**380**

Meanwhile,  
African students travelled  
to IÉSEG campuses.

# MENTAL HEALTH AND WELL-BEING

*Recognizing the pressures students face, IÉSEG is stepping up its initiatives to make well-being and mental health a key focus of its educational mission. Listening, prevention, and support are the pillars of this approach, reflecting a desire to place the human dimension at the heart of the student experience. The 2024-2025 academic year was marked by several concrete and innovative actions.*

## ■ A partnership with the French leader in mental health support

In March 2025, in line with its commitment to student well-being, IÉSEG entered into a partnership with **Teale**, France's leading platform for mental health prevention and support. Accessible to all students, the platform adapts to their daily needs and offers a range of tools: a personalised WhatsApp channel for tailored advice, access to Live Therapy to consult certified psychologists, and themed workshops on stress, sleep, and screen addiction.



“

*We are very proud to support IÉSEG, a school renowned for its commitment to people and society. This partnership is an important milestone for Teale, as it will help young people enjoy their student life more, overcome academic pressure, and build peaceful personal and professional futures.”*

*Julia NÉEL-BIZ,  
co-founder of Teale*



**638**  
appointments  
have been made  
with partner  
psychologists.

More than **1 500**  
students  
have activated their  
Teale licence.

## ■ Staff also involved

The focus on well-being extends beyond students: IÉSEG staff also benefit from initiatives dedicated to quality of life at work. As part of the Wellbeing for Staff – #Take-care Thursdays programme, the School offers yoga, step aerobics, and sophrology sessions throughout the year.

**336** participants in the **34** sessions organised by the School.

## ■ Special students, special solutions

To ensure the curriculum is adapted to students' diverse backgrounds, the Student Experience and Engagement Department has established specific statuses for students who are entrepreneurs, artists, reservists, young parents, or carers. These statuses offer greater flexibility, with up to 12 half-days of justified absence per semester, enabling them to balance their personal and academic commitments.

In 2024-2025, **133** students benefited from this scheme. This approach illustrates IÉSEG's commitment to supporting each individual according to their needs, promoting inclusion, success, and well-being for all, regardless of their personal or family constraints.

**309** students participated in mindfulness classes in 2024-2025.

# SOLIDARITY

Through their solidarity projects, IÉSEG students, teachers, and staff demonstrate the commitment and responsibility that the School stands for. Whether through fundraising campaigns, awareness-raising initiatives, or sporting events, these efforts share a common goal: collaboration for the greater good.

## Solidarity Project: students mobilised for UNICEF

For the fifth consecutive year, IÉSEG's solidarity project in support of UNICEF invited students from its Lille and Paris campuses to help fund two field programmes in Uganda and Benin. In spring 2025, the campaign raised over **€94,000**, which helped improve education, health, and protection for vulnerable children. Through this practical initiative, students applied the skills they had acquired in a compulsory first-year course of the Grande École Programme. This outcome demonstrates not only the students' commitment but also the school's ability to foster social engagement.

In five years, the partnership between IÉSEG and UNICEF has raised more than **€420,000** to fund the organisation's field actions.

## Flo'WeRun: running for a cause

**Flo'WeRun** is an annual sporting event organised in memory of Florence, a former IÉSEG employee who suffered from Meadow's syndrome and passed away nine years ago. The race aims to raise awareness of this rare disease and support the work of the Coeur des Mamans Priorité Prévention association, which receives the funds raised. Jointly organised by IÉSEG, staff members and students, the race benefits from the active support of around 60 volunteers and a 10-person organisational team. Since its creation, Flo'WeRun has attracted nearly **2,000** participants and raised nearly **€15,000** for research and prevention.



“For me, Défil'Cancer is more than just an association; it's a real-life lesson. Over the past three years, I have heard moving stories and shared genuine, heartfelt emotions. This experience has enriched my life beyond anything I could have imagined. I have discovered the strength of the collective, the power of commitment, and, above all, the importance of listening. We are more than just a group; we are a small, close-knit family full of hope and determination.”

**Lou JANOT,**  
President of Défil'Cancer 2024-2025

## “Défil'Cancer”: fashion in the service of resilience

Created in 2008, **Défil'Cancer** is a student association committed to helping women affected by cancer. In Lille, its 22 members organise a series of workshops throughout the year, culminating in an annual fashion show, the highlight of a collective effort led by volunteers and models. In 2025, the fashion show was held at the Palais Rameau in Lille, with 300 spectators in attendance. The association won the 2025 Trophées de l'Engagement (Commitment Awards) presented by the Catholic University of Lille.



## PILLAR 4

### Key performance indicators

Category	Indicators	2023-2024	2024-2025
Gender equality	Gender equality index score	95/100	95/100
	Percentage of women in academic staff	49%	48%
	Percentage of women in administrative staff	72%	73%
	Percentage of women in the Executive Committee (CODIR)	54%	54%
	Percentage of women among graduate students (all programmes)	50%	51.5%
	Percentage of women among alumni	50.5%	50%
	Percentage of women in student association offices	53%	47%
	Percentage of women receiving support from the incubator	23.9%	19.6%
Equal opportunities	Number of students receiving financial aid (internal)	890	996
	Number of students receiving financial aid (internal and external)	1,326	1,435
	Number of schools involved (secondary schools) in equal opportunities initiatives	3	5
	Number of pupils involved (secondary schools) in equal opportunities initiatives	75	205
	Number of IÉSEG students involved in equal opportunities initiatives	17	25
	Number of scholarships awarded by the foundation	120	160
	Number of individual and corporate donors to the Foundation	195	110
	Number of inter-campus events organised by student associations with preferential rates for scholarship recipients	N/A	17%
	Percentage of students recruited to the PGE programme from public institutions	N/A	30%
	Percentage of students recruited to the BIB programme from public institutions	N/A	33%

**PILLAR 4****Key performance indicators**

Category	Indicators	2023-2024	2024-2025
<b>Prevention of gender-based and sexual violence</b>	Number of students who participated in the training module 'Prevention of gender-based and sexual violence'	1,650 total: 5,648	1,656 total: 7,304
	Number of students who are 'student association leaders' who attended a workshop on preventing violence, harassment and discrimination	219	152
<b>Inclusion of international students and cultural diversity</b>	Percentage of international permanent faculty	81%	81%
	Number and percentage of international students	1,801 33.5%	2,111 25%
<b>Disability and neurodiversity</b>	Number of staff members with a declared disability (RQTH)	N/A	13
	Number of students with declared disabilities (to the IÉSEG health support service)	N/A	337
	Number of students who received special support related to their declared disability (MAS)	N/A	25
	Percentage of inter-campus student association events that are accessible to people with reduced mobility	N/A	50%
<b>Health and well-being</b>	Number of students who have activated their Teale licence	N/A	1,500
	Number of appointments with psychologists made by students	92	638
	Number of students who have made at least one appointment with a psychologist via Teale	N/A	130
	Percentage of students who have attended a dedicated presentation on wellbeing/mental health initiatives	N/A	100%
	Number of mental health-related resources available on the Teale platform	N/A	12,000
	Number of students involved in sports clubs at the School	267	238
	Number of students taking yoga/meditation classes	123	309
	Number of staff members participating in wellbeing initiatives	N/A	336
	Number of wellbeing sessions offered to staff members	N/A	34
	Number of staff members trained in conflict management/non-violent communication	N/A	23
<b>Solidarity - humanitarian aid</b>	Fundraising for charities in k€	N/A	97.7



*By placing environmental and social responsibility at the heart of its strategy, the School confirms, year after year, its position as a leading player in training for a sustainable economy and a responsible professional world.*

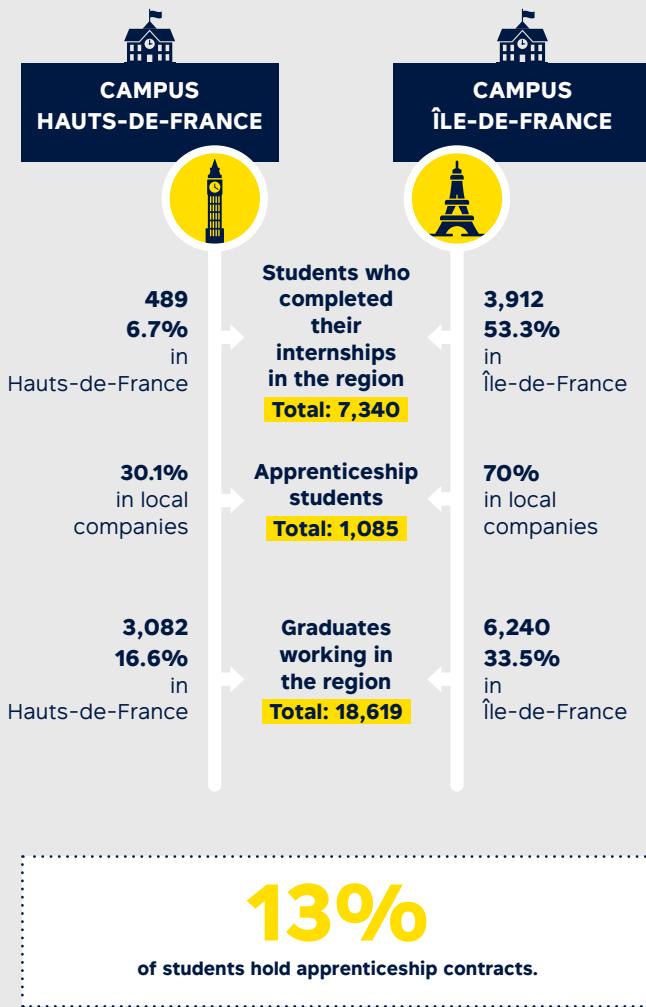
**36%**

of graduates hold  
CSR-related jobs.

**674**

alumni participate in  
impact clubs, including  
IÉSEG For Change and  
IÉSEG Lead Her.

## Professional integration, regional roots



### IÉSEG graduates: supportive and committed

674 alumni are actively involved in one of the impact clubs offered by IÉSEG Network, such as IÉSEG For Change or IÉSEG Lead Her. In addition, 177 alumni have benefited from individual coaching following career events, including setbacks, returns to work, retirement, and returns from maternity leave.

### Gender equality: still a long way to go

Data shows that, although the gap is narrowing in the long term, IÉSEG female graduates start their careers with lower salaries than their male counterparts: the gap is **9.5%** one year after graduation, **10.9%** after two years, and **12.7%** after three years.

### The Career Centre supports meaningful careers

Of the 186 career-related events organised during the last academic year, the vast majority addressed CSR issues: in **80%** of the conferences, at least one speaker addressed ESG or transition topics, and several corporate talks were entirely dedicated to positive impact, including 'Green Finance', 'Global Sustainability', and 'Women in Finance'.



### Solid financial foundations to secure the future

IÉSEG has a solid financial structure to support its development. In 2025, the School posted **€116 million** in operating income, an operating profit of **€0.8 million**, and a balanced net result. As of 31 August 2025, its cash position was **€17 million**, and its consolidated balance sheet was **€175 million**.

### Maintaining the quality of supervision and facilities

IÉSEG strives to offer high-quality supervision, with approximately **14** students per FTE employee. In the same spirit, the School endeavours to guarantee at least **5 m<sup>2</sup>** of space per person, a significant challenge on urban campuses such as La Défense.

# THE SCHOOL ATTENDS HIGH-IMPACT CAREER FAIRS



## ■ The Economist's Sustainability Week, Amsterdam

In October 2024, IÉSEG participated in the 4th edition of Economist Sustainability Week: **Countdown to COP29** in Amsterdam. **Students from the Master's in Management for Sustainability** programme attended the conferences.

Myriam DEGRAVE, Deputy Director of Social and Environmental Impact, spoke at the panel discussion 'Educating for Sustainability: the Stewards of Tomorrow,' highlighting the key role of education and collaboration among schools, businesses, and charity organisations.

## ■ ChangeNOW Fair, Paris

In April 2025, for the 10th anniversary of the Paris Agreement, IÉSEG participated in the ChangeNOW fair, held at the Grand Palais as a '**World's Fair of Solutions for the Planet.**'

Julien HATTIGER, the Project Manager for Social and Environmental Impact, spoke at the **Impact Job Fair**. Maria Castillo, the Director of Strategic Projects and Development, and Mario Baeza, the Head of International Programmes, were also present. The fair brought together **150** committed companies and **5,000** candidates for **600** positions.



## ■ Talents for the Planet, Paris

Bringing together start-ups, SMEs, large companies, charity organisations, public institutions, and schools, the Talents for the Planet fair is a unique space for **meeting and exchanging ideas with committed players in the transition.**

In March 2025, IÉSEG presented its programmes to a diverse audience, particularly interested in short formats adapted to career change. The event also facilitated exchanges with professionals who consider the School a key player in social and environmental issues.

## IMPACT ON ECOSYSTEMS

### Key performance indicators

Category	Indicators	2023-2024	2024-2025
Economic impact	Operating income in € million	108	116
	Operating profit in € million	2	0.8
	Net profit in € million	0.2	0.2
	Cash flow in € million	18.4	17
	Consolidated balance sheet in € million	185.8	175
Career development and impactful careers	Number of apprenticeship students	902	1,072 13%
	Number and percentage of professional integration events related to social and environmental impact	N/A	7 12.7%
	Percentage of listed internship offers related to sustainable development and CSR	N/A	38%
	Number of internships completed related to social and environmental impact	28	70
Local roots	Number and percentage of internships in Île-de-France	3,324	3,912 53.3%
	Number and percentage of internships in Hauts-de-France	472	489 6.7%
	Percentage of work-study programmes in Île-de-France	80.3%	70%
	Percentage of work-study programmes in Hauts-de-France	19.7%	30.1%
	Number and percentage of active graduates in Île-de-France	4,303	6,240 25.5% 33.5%
	Number and percentage of active graduates in Hauts-de-France	2,500	3,082 15% 16.6%
Alumni engagement in impact matters	Number and percentage of alumni who report that their job is related to social and/or environmental impact or who work in an impact organisation	37.3%	36%
	Number of alumni in an impactful alumni club	571	674
	Number of individual alumni coaching sessions (in the event of setbacks, return to work, retirement, return after maternity leave, etc.)	N/A	177

## MAKING SUSTAINABILITY A COLLECTIVE PROJECT

**“** IÉSEG’s approach to sustainability has marked a real turning point in recent years, thanks to its formalisation, acceleration, and depth. As both students and alumni, we recognise the proactive stance the School has taken on these issues, and its genuine willingness to collaborate with students.

Through its climate action plan, its care for everyone, and the educational transformation it has undertaken, the School is responding ambitiously to the expectations of younger generations.

The challenge now is to maintain this momentum at all levels, including governance, to enable systemic action. By fully mobilising teachers and students, this transition can become a shared culture, raising awareness and transforming imaginations to train new generations to be agents of change.”



Alexis HOUSER,  
2025 Grande École Programme



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EMPOWERING CHANGEMAKERS FOR A BETTER SOCIETY