



POUR UN REVEIL
ÉCOLOGIQUE



ENSEIGNEMENT SUP

& TRANSITION ÉCOLOGIQUE

LE GRAND BAROMÈTRE



SURVEY
QUESTIONNAIRE

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1

Strategy and governance

1/ To what extent does your school engage in training students to ecological transition-related stakes and professions? Is this target included in your strategy?

The school's mission statement includes support for the ecological transition: « *We integrate sustainability and ethics across our educational activities, research and internal processes, with the ambition to educate responsible managers and train better leaders able to tackle the unprecedented environmental and social challenges that our societies and economies are facing* ».

ESCP Business School has made the ecological transition an increasingly important part of its strategy and our educational activities. We have taken several initiatives to systematically integrate sustainability into the curriculum of our flagship generalist programmes (Bachelor, Pre-Master, Master in Management, MBA programmes) , in order for all of our students to be exposed to these issues .

Additionally , we have created new programmes focusing on ecological transition (e.g. our MSc. in International Sustainability Management since 2017 or MSc. in Sustainable Entrepreneurship and Innovation in 2018, on our Berlin & Paris campuses).

The challenges of the ecological transition were also integrated by the entire faculty in the development of its strategic vision: « *A united and fulfilled faculty that drives the school's leadership to impact business and society in a sustainable way* ». This vision is expressed in the following mission: « *Create sustainable positive impact on business and society through innovation and unique interconnectedness among activities (education, research, corporate partnerships,...)* ».

From a structural point of view, the school created in 2018 the position of Associate Dean for Sustainability transition in order to bring the issues of ecological transition to the school's decision-making and strategic bodies. Our Dean for Sustainability Transition (Professor Aurélien Acquier) sits on the school's Executive Committee. In early 2020, he was joined by a Sustainable Transition Officer. (See question 4 of this chapter).

2/ To what extent are ecological transition objectives included in the project of transformation of your facilities in the short, medium, and/or long term?

Specifically: has any DD&RS self-assessment approach been considered in your school? (According to article 55 of la loi Grenelle 1 of the 3rd of August 2009, « le Plan Vert » should be elaborated for all higher education establishments).

Our vision for 2022 includes in one of its points the objective of: « *promote the transition to sustainability on all our campuses* ».

We are in the process of rewriting our policies. DDRS constitutes one of the frameworks and sources of inspiration we use in this process .

We have also joined the United Nations Global Compact network dedicated to these issues in business schools: « *Principle for responsible management education* » (PRME). This organisation has 6 fundamental principles:

- « 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, curricula, and organisational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact. »
- « We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership. »
- « 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. »
- « 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. »

The endorsement of these principles results in a self-assessment report which we are also in the process of drafting.

3/ How are the courses designed in your school? Are students involved in the elaboration process? If so, at what stages and according to what procedures? If not, what proposals would you make in this regard?

Our institution has 41 degree or certificate programmes, ranging from bachelor to PhD./doctoral programmes.

The pedagogical models are designed by programme managers from our permanent faculty. The school periodically ensures that its programmes are in line with the expectations of students and of the job market as well as with the school's strategy. A body within the school, the European Teaching and Learning Committee (ETLC), on which the president of the AGORA society also sits (elected student representatives from all programmes and campuses), discusses new orientations and validates syllabus modifications.

At the end of each course , students are asked to evaluate the content and pedagogy by means of a questionnaire. For specialisation options and programmes, class representatives are

systematically consulted. Their feedback and suggestions are discussed and integrated into the modifications of the curriculum and the evolution of the courses.

The latest reform of the Master in Management (Grande École Programme) was the subject of a broad consultation with students (notably through the Agora), and led to significant changes in the field of sustainability, such as the creation of a fundamental course on ecological transition issues and sustainable development (new Master 1 course, first edition in January 2021) as well as the creation of a transversal seminar on transition issues at the beginning of the pre-master year (since September 2019).

4/ Is there a permanent position for a « Sustainable Development and Social Responsibility » (DD&RS) or Green Transition Officer in your school? If so, for how long has it existed? What are their missions? Is it a full-time equivalent job? What is their position in the organization chart?

The position of Sustainable Transition project manager was filled at the beginning of January 2020 (full-time). The project manager works under the direction of the Dean of Sustainability - a permanent professor, member of the COMEX appointed to lead the school's sustainable transition (See question 1 of this chapter).

Based in Paris, this position is the multi-campus entry point for sustainability.

It supports the development and implementation of the strategy and also acts as a link with students on those issues.

Lastly, most of our campuses have assigned ecological transition missions to local employees. We are in the process of formalizing this network of these focal points within each of our campuses.

5/ Is the awareness and empowerment of staff and students on these issues included in the missions of the DD&RS Officer? To what extent is the student community involved in this process of implementing ecological responsibility?

Raising awareness, training and empowering staff and students on these issues is indeed part of the missions of the Sustainable Transition Officer and, more broadly, of our sustainable development approach. Beyond the training of our students detailed below (see chapter 2), we can mention the following elements:

- We have already carried out several awareness-raising actions with some key staff members, including the entire Executive Committee of the school and some of the professors, who created the climate collage during our Full Faculty Meeting in February 2019.

- Our Full Faculty Meeting scheduled for March 2020 was supposed to focus on sustainability, with the goal of extending this awareness raising to all professors- across all campuses. The event had to be postponed due to the Covid-19 outbreak.

- Other awareness campaigns are being prepared.

- In order to keep all staff and students informed of progress on these subjects, a quarterly newsletter is being drafted.

Students are involved in this process through exchanges with the sustainability transition project manager, for example on sustainable property management or teaching.

6/ What are the main external sources of funding your institution receives? According to what criteria does your institution engage in financial and non-financial partnerships? Do these criteria take into account the investment in the ecological transition of your partners?

With a budget of 120 million euros, ESCP Business School is, from a legal point of view, an EESC (établissement d'enseignement supérieur consulaire), a non-profit organization with an educational mission. It has not benefited from external funding (loan or capital increase) since its creation. Our budget comes mainly from the tuition fees of the different programmes, and from partnerships with companies or institutions (international, European, local, etc.) in the context of chairs (See question 3 chapter 4) and research projects (See question 1 chapter 4). It is supplemented by a budget allocation from the CCI Paris /IDF.

Over the last few years, the school has obtained several million euros of funding in connection with research projects on ecological transition, in particular the R2pi project (funded by the European Union), the ESCP Deloitte chair in circular economy and sustainable business models, the sustbusy research centre and several of our chairs related to these themes (see question 3, chapter 4).

We also have non-financial partnerships that allow us to organize events, seminars and accompany students in some of their consulting projects (See question 2 chapter 3).

6 bis/ Is a list of organizations and companies currently partnering with your institution available on your website (public and private)?

Yes, the list of our partners is available at this address:
<https://www.escpeurope.eu/corporate-services/partnerships>

We also have web pages dedicated to all our Chairs with our partners and another page to present our campus-specific business forums.

Training courses

1/ Are there any compulsory modules that deal with learning about the root causes of the ecological crisis and its consequences? If so, in which year are they taught and with what weight in the credits obtained?

Since 2018, we have been engaged in an ambitious reform of our programmes to give greater prominence to sustainability issues. Our objective is to ensure that 100% of the students in our generalist programmes are trained on climate issues and the understanding of planetary limits. The majority of these programmes already include compulsory courses that address the ecological crisis and its consequences:

- Bachelor in Management:

The course includes a 30-hour fundamental course in « Business Ethics & CSR » (B3 - Berlin). There is also a Social Impact Project (SIP) in the second year of the Bachelor's degree, where our students are led to question and act on social issues, such as poverty, access to basic necessities, etc. They can do this by going abroad on a humanitarian mission. The idea is to enable them to better grasp the difficulties of today's world, while understanding how their individual action can make a difference.

- Master in Management programme - Grande École :

During their pre-master year (since 2019), students follow a 24-hour seminar « *Designing Tomorrow - Business and Sustainability* ». In this 3-day / 3-month seminar, the 400 students dive into climate issues, are exposed to the major ecological challenges and explore the impacts of these issues and the associated solutions for businesses. Following the 3-day seminar, the students reflect in groups, during 3 months, on the issues of sustainable development in a sector of their choice.

From academic year 2020-2021 (Master 1 / Semester 2): the reform of the Master, which will be rolled out from September 2020, is marked by the creation of a 16-hour fundamental course in sustainable development, covering in particular the biggest climate/energy issues, planetary limits and their relationship with our growth models, etc.

- Full-time MBA in International Management:

Students follow a fundamental course on « *Sustainability & Business Ethics* » (15h). They are required to carry out Capstone projects and can subscribe to environmental and social electives.

- Executive MBA (since January 2020):

This year's induction seminar on sustainability - « *Leadership for a sustainable world: transforming people and business* » - enabled the 100 participants in the programme to be exposed to

climate/energy issues for a whole week (notably through the climate collage) and to meet professionals in the field.

Among the ongoing developments, we are in the process of creating a « *Business & Society* » module in the doctoral programme, so that each doctoral student is led to understand the environmental and societal dimensions of his or her research.

2/ Is the ecological transition the subject of specialized courses in your school? If so, please describe them.

We have several specialized courses on sustainability, ethics and responsibility:

- MSc in Entrepreneurship and Sustainable Innovation (Berlin – Paris)
- MSc in International Sustainability Management (Berlin – Paris)

We also have specialized masters courses with content related to sustainability, ethics and responsibility:

- Executive Master in Energy Management (London – Paris – Berlin – Madrid)
- MSc in Energy Management (London)
- MSc International Food and Beverage Management (Turin – Paris)
- MS in Marketing and Communication (Paris)
- MS in International Project Management (Paris)

Lastly, some of our generalist programmes offer specialisation options on these themes:

- Master in Management (Grande École):
 - specialisations (each of 120 hours) offered to students on these themes: Re-Think - sustainability (Paris), Social entrepreneurship (Madrid), Sustainability (Berlin), Sustainable Finance (Berlin), Social Impact (London)
 - Also integrated into the existing specialisations:
 - An « art thinking » module in entrepreneurial courses, centred around questions of sustainability (improbable planet - See question 6 of this chapter).
 - A 30-hour module focusing on sustainability for students in marketing specialisation
 - Lastly, there are a number of independent elective teachings on sustainability, CSR and social innovation.
- Executive MBAs have a portfolio of elective courses on sustainability, circular economy, compliance and human rights.
- Some general MSc's, such as the MS Finance for example, include a 15h00 Seminar on ethics and business conduct themes.

3/ Does the entire teaching booklet, that is to say all the teaching modules, include the current ecological transition issues in a coherent and ambitious manner? How do you ensure that training on environmental issues is not restricted to specialized courses? How do you articulate the training courses in order to encourage cross-disciplinarity and dialogue in the face of this issue?

Our strategy is to bring all of our students, in our generalist programmes, in contact with the issues of ecological transition. As previously mentioned, this involves the creation of compulsory (seminars, core courses) and optional modules.

The compulsory courses & seminars aim to raise awareness of these issues among all of our students. Optional courses (elective, specialisation options) are offered to students wishing to specialize further.

In order not to isolate sustainability to one course, independently from the rest of the curriculum, several axes are explored to better integrate sustainability issues into all disciplines. To this end, our cross-disciplinary seminars involve professors from different departments who are trained in climate issues, who also build links with their disciplines. Similarly, several specialisation options (e.g. Marketing, Economics) have reviewed their content to integrate the issues of ecological and social transition.

Lastly, in May 2020, we launched a survey aimed at all professors to understand the enablers and barriers to the integration of these issues in their lectures. The results are currently being analysed and should help us to identify tools for dissemination within the programmes.

4/ Have you implemented a skills-based approach and, if so, have you identified the ecological transition skills acquired by your graduates over the course of their experience? (e.g. DD&RS skills system)?

For each programme we have developed a set of « *Intended Learning Outcomes* » (ILO). For the Master in Management, for example, one of the ILOs is: « *To take into account social, societal and ethical issues in business situations* ». More generally, values related to sustainability, social responsibility and ethics are incorporated at different levels. All MS and MSc have an ILO on sustainability and ethics, « *Appreciate the need to include ethics, sustainability and CSR in your management and decision-making* ». Our Bachelor has the following ILO: « *Comprehend ethical issues in the evaluation of business problems* ».

As part of the curriculum reform of the MBA programme, two ILOs integrate the ecological and ethical dimension: « *Demonstrate the ability to apply conceptual frameworks to different areas of international management to provide integrative and sustainable solutions to businesses' problems* » and « *Identify individually or in teams, current issues of corporate social responsibility in business and explain the costs and benefits associated with different alternative business responses* ».

5/ How is the content of lessons related to the ecological transition addressed (details of the scientific, economic, social aspects, etc.)?

As a management school, our approach to these subjects is built around several guiding principles:

- We first need to make our students aware of the magnitude of the issues at stake. This is an important challenge, to prevent focusing too quickly on solutions that may not respond to these challenges at an adequate level. The first part of our teaching is therefore devoted to understanding the stakes and the societal challenge of the ecological crisis (climate, biodiversity, collapse of life and global limits). To do so, we use a variety of tools, such as the climate collage, external resources, stakeholder's interventions, etc.
- Promote multidisciplinary thinking issues related to the ecological and social transition are fundamentally interdisciplinary. Our teaching on these issues therefore seeks to articulate the links between economics, management, sociology, natural sciences, geopolitics, etc.
- Stimulating critical thinking, reflexivity and questioning «business as usual», as well as corporate governance and regulations
- Thinking about these issues from the perspective of innovation (technological, usage, market, and policy)
- Engage students in a practical and active way, with interactions with professionals, or through the latter's active involvement in consultancy projects.

5BIS/ How are these teachings perceived by the students?

The feedback from students is generally very positive, and these courses are a response to a growing demand on their part. This also explains the growth of these themes in our portfolio of courses and programmes.

6/ What parallel modules or educational activities are organised to raise awareness / inform on ecological transition issues (back-to-school seminars, expert talks, dedicated days, gamification (escape game etc.))?

We regularly organize thematic events around sustainability, both within the framework of courses and outside it.

In 2019/2020, several back-to-school seminars will focus on the issue of ecological transition.

Since January 2020, the induction week of ESCP's Executive MBA (E-MBA) (first week of the programme launch) focuses on « *Leadership for a sustainable World: Transforming People and Business* ». This event included a phase of raising awareness and understanding of the issues at stake (notably through climate collage workshops), followed by speeches by senior executives and lectures from professors on the impact of the Anthropocene on businesses and its governance. During the second phase of the seminar, the participants took part in the « *Improbable planet* » seminar, which aims to mobilize artistic creation to understand social transformations and link them to an entrepreneurial or managerial project. An evening presentation of the students' works was organized at the Grand Palais, which encouraged exchanges on sustainable issues. This week was a founding

moment to bring out personal reflection from the participants about their personal and professional choices in the face of sustainability.

Since September 2019, the 400 new students of the Grande École programme start their studies by taking part in a seminar « *Designing Tomorrow - Business & Sustainability* ». During 3 days, all the students in the class are first trained on the major climate issues and then understand how these issues affect the company, in terms of risks but also opportunities. This year, accompanied by 14 ESCP Business School professors from different departments (marketing strategy, entrepreneurship and innovation, HR, management, sustainable development, supply chain and logistics, finance, law), the students were able to:

- think critically about the limits of « business as usual »;
- to identify, through major company witnesses and other workshops involving about twenty professional partners, drivers for innovation in this field;
- understand how sustainable development redefines the classical disciplines of management;
- simulate strategic decision-making on the management of a crisis in order to grasp the complexity of decision-making processes on sustainable development issues.

Over the three following months, the students conducted a study in small groups of 5/6, of different sectors, to analyse the major issues raised by the ecological transition, and the possible responses from economic actors. The best work was awarded a prize from the Circular Economy Chair, and focused on the energy impact of Big Data.

In 2019, the school organized a whole cycle of conferences « *Stand up for a sustainable world* » with high level guests, the aim of which was to raise awareness in the business world to the major challenge of preserving the planet. Among the speakers was Dr Ameenah Gurib-Fakim, President of the Republic of Mauritius from 2015 to 2018, winner of the L'Oréal « *Women in Science* » award and 96th most influential woman in the world in 2017, according to Forbes magazine. Were also present : Pierre Larrourou, (Economist and initiator of the Climate Finance Pact), Professor Jaideep Prabhu, (Professor at the University of Cambridge and co-author of the best-seller « *Jugaad Innovation and Frugal Innovation* »), His Serene Highness Prince Albert II of Monaco and Paul Polman (former CEO Europe P&G, CFO Nestlé and CEO Unilever, co-founder and Chairman of IMAGINE - a B-Corp and foundation aiming to accelerating corporate commitment to the UN 2030 Sustainable Development Goals).

In Berlin, in January 2020, a conference on sustainable innovation and a career week on SDGs was organized for the third year in a row. This conference has become a key event in the calendar of our Berlin campus. It takes place in the heart of the German capital, right next to the Brandenburg Gate, on the Allianz Forum site. The conference serves as a platform for students, graduates, professors and institutional partners of the school. Academia, the business world, government institutions and NGOs meet, discuss and exchange on how to combine management, entrepreneurship and sustainability. As such, several hundred students at ESCP Business School learn from each other, expand their networks and reflect on the United Nations' Sustainable Development Goals (SDGs) and Agenda 2030.

Experts professionals regularly take part in all the courses dedicated to these issues (consultants in sustainable development, eco-design, carbon assessment, waste management and recycling, climate, sustainable fashion, etc.).

The Deloitte ESCP chair in circular economy regularly organizes periodic a morning sessions on circular economy, the last one on March 2020 was on the measuring of circular economy, open to both external participants and students, and gathering around 200 participants.

This year, we had planned to organize a solidarity and sustainability forum, bringing together several events: The Parigo green festival, round tables specifically on sustainability and the social and solidarity economy, as well as a conference organized by Tribunes ESCP. The event was suspended due to the Covid crisis.

7/ Are professors in your school trained to deal with ecological transition issues? If so, in what way (initial course, vocational training, external teaching centre, etc.)? If not, is this a development planned in the short term? Is knowledge about ecological issues and cross-disciplinarity valued in the recruitment of teaching staff?

Since 2017, we have been using tools such as the climate collage in certain courses and several professors who received a specific training, have become trainers themselves. In view of the quality of this tool, we are mobilizing it to train professors and the general management of our school around these issues.

During 2019, all the members of the Executive Committee of the school have been trained on climate issues through the climate collage.

Similarly, around forty professors were trained during a Full Faculty Meeting (FFM) in Berlin in 2019, followed by a self-training session.

We had planned to continue this work at the 2020 FFM, by having an entire day devoted to ESCP's strategy on these issues. This event was postponed due to the Covid-19 outbreak.

The recruitment of professors is decided by the departments, in cooperation with the deanery and our campuses directors. Interdisciplinarity and knowledge of ecological issues are among the criteria taken into account in the recruitment of new professors, especially in disciplinary fields where we find that those skills are to be developed.

3

Career opportunities

1/ What are the job opportunities resulting from your training courses? To what extent are these opportunities in line with the ecological transition?

The main areas our students tend to be working in, are: finance, insurance, consulting, information and communication technologies.

However, more and more of our alumni are shifting towards the more sustainable aspect of their expertise, particularly in the field of green finance. For example, in 2019, during our integration survey of the MiM graduates, 24% of respondents identified sustainable themes in their current position, compared to 20% in 2018. Among our alumni, we have, for instance, several founders of social innovation incubators such as Make sense and Ticket for change.

In addition, many alumni remain interested in topics related to sustainability, as evidenced by the 1,600 members of the dedicated alumni group.

2/ What importance do you give to companies involved in the ecological transition and in the Social and Solidarity Economy during your business fairs, alumni interventions, or student projects / case studies?

We are very careful in making our students aware of companies involved in ecological transition and solidarity and social economy (SSE). These companies are involved at ESCP Business school in several ways:

- Meetings with representatives are often organized, either as part of the students' courses, their specialisation options, their associative activities, or as part of conferences, meetings, etc.
- Many professionals are involved in the courses and specialisation options. For example, within our circular economy course, the students of the Master of Science in international sustainability as well as those of the ReThink option (75 students in total) were able to work in small groups for a full semester on projects linked with plastics. They were accompanied in their work by partners such as Citéo, Deloitte, Circul'R, ExcelRise.
- We regularly organize conferences/seminars in which these companies are represented. On the Paris campus, « *Les matinales de l'économie circulaire* » organized by the Chair of

Circular Economy, bring together different professionals to discuss issues such as the geopolitics of the circular economy, the measurement of circularity issues or the role of technologies in these transformation processes (See question 6 chapter 2);

- Several campuses have organized thematic career days: At the beginning of 2019, the Fleur de Bitume association, in Paris organized a forum on the social and solidarity economy, with representatives from companies involved in the sustainable transition. (This year, the event organized with the school administration had to be cancelled due to Covid.) In January 2020, our Berlin campus organized the third edition of its sustainability innovation conference and a career week on transition jobs (See answer question 6 chapter 2);
- During the case studies, consultancy projects and end-of-year theses, we try to facilitate the coaching of our students on these themes by professionals. For example, for the realization of a consultancy mission on the school's carbon emissions, the students were advised by experts from Quantis, an environmental consultancy firm. (See question 1 chapter 6).

3/ Have you identified the main impacts of your graduates' professions on climate and biodiversity? If so, what are they? Do your training courses introduce professional and personal practices that allow your students to identify and reduce these impacts? In concrete terms, which ones?

At the moment, given the variety of backgrounds and professions practiced by our students, we do not have such an indicator. Nevertheless, we maintain an active alumni network, particularly one dedicated to sustainable development. This group meets regularly for the organization of conferences. Its aim is to be a place for reflection and information on all subjects related to CSR and Sustainable Development. The conferences organized are open to the public, and welcome all positions and all sectors.

In our specialized programmes, we train our students in the tools to reduce their impact, for example through carbon foot printing approaches.

Through training, our objective is to ensure that all our students are educated on these issues and that they can understand the implications for their professional choices.

4/ Do you expect the demand for the professions of your graduates on the employment market to evolve in the context of an ecological transition? If so, how and why?

Historically, large companies and « classic » management professions were built in a world in which ecological issues were not very visible and were only marginally integrated into the market and the company. At the time of the Anthropocene, this reality is the source of enormous difficulties. It is therefore essential that all management professions be reconsidered in the light of the challenges of the transition.

Although we are still a long way from adequately integrating these issues into the functioning of all our economies, we believe that the ecological transition is a source of transformation and innovation for many companies and entrepreneurs, and that these transformations will quickly become widespread.

Our students also feel concerned by these issues and regularly share their expectations with us during our exchanges, whether in terms of academic training or career goals.

We believe that more and more companies are looking for professionals with a dual competence in a technical core (finance, marketing, logistics) and an understanding and mastery of sustainable development tools. For this reason, in the case of the Grande École, we have reinforced hybrid options (e.g. sustainable finance) and offer our students the possibility to follow several specialisations (up to 3 specialisations) and thus complete a marketing specialisation with a major in sustainability.

4

Research activities

1/ Are ecological and social issues at the heart of your institution's research strategies? How does the research strategy specifically promote cross- and inter-disciplinary research related to ecological transition issues?

Our new strategy (2018-2022) aims to strengthen the impact and relevance of our research activities, through a framework defined with and for stakeholders and built on the mission: «*Impactful research for Europe* » (See question 4 chapter 4).

This strategy encourages transdisciplinary and interdisciplinary research related to ecological transition issues in several ways.

The first is through our choices in the allocation of funds: This year, more than a quarter of the budget allocated to professors' research projects has been dedicated to sustainable development work, compared to 22% in 2018.

We also support our faculty's participation in research projects related to these issues. For instance, a team of professors worked on a 3-year project within the framework of the European research programme «*EU Horizon 2020* », called «*R2pi: The route to circular economy* ». Bringing together 14 partners from 9 EU Member States and associated countries, the project's objective was to examine ways to shift from the broad concept of a Circular Economy (CE) to one of Circular Economy Business Models (CEBM) while searching for both market failures and policy obstacles that hinder the broad implementation, use, and acceptance of CEBMs.

ESCP also participated from 2016 to 2017 in another research project under the «*PICO-Movida* » programme, on the social impact of the sharing economy. Les «*Pionniers du Collaboratif* » (PICO) project was carried out in partnership with IDDRI, the Universities of Paris Sud and Paris Dauphine, Zero Waste France and Ouishare, thanks to the financial support of the French Ministry of the Environment (MOVIDA programme) and MAIF. The objective of the PICO project was to clarify what the collaborative economy is and the place occupied by environmental and social issues for its actors; to study its environmental and social impacts and to provide action plans for public authorities who would like to put the collaborative economy at the service of sustainable development.

In addition, the school has created academic chairs on these themes in partnership with companies, such as for example the chairs «*Circular economy and sustainable business models* », «*Environment*

and Economics », « *Corporate sustainability* » and « *Business ethics and management control* » (See question 3 chapter 4). In general, we try to include external stakeholders in our research work as much as possible, especially business professionals.

In addition, ESCP has also created 10 research centres within the school, which encourage multidisciplinary cooperation on these subjects and allow us to give even more resonance to our content. One of these centres is dedicated exclusively to business issues and ecological transition: « *Sustbusy: Business and society - towards a sustainable world* ». It counts 20 professors from all ESCP campuses, 13 research assistants and 5 external experts on sustainability issues. (See question 3 of this same chapter)

Outside of these formal structures, professors occasionally work together on specific projects, as was the case for the series of « *Impact Papers: Managing a Post-Covid era* ». (see question 4 of this chapter)

Lastly, as we have already mentioned, one of the ways in which ESCP supports multidisciplinary research on ecological transition can also be seen during the recruitment process of new professors-researchers. Indeed, we like to ensure that their profiles reflect this transdisciplinarity but also concerns related to ecological transition issues (see question 3 chapter 2).

In view of current developments in research activities and teaching, related to ethics and social responsibility, future orientations include the creation of a research cluster dedicated to sustainability as well as an increase in resources and visibility of these subjects.

2/ Does your institution specifically support research (theses, post-doctoral degrees, professors-researchers' work) directly related to the issues of ecological transition, and the researchers who engage in this work? What proportion of the research budget is allocated to this activity?

As part of their research activities, our professors publish in academic journals in their field. On sustainable development, CSR and business ethics, we can, for example, mention the following journals: « *Business Strategy and The Environment* », « *Business & Society* », « *Organization Studies* », « *Journal of Cleaner Production* », « *Organization & the Environment* », « *Journal of Business Ethics* ».

Our publications on these themes are also steadily increasing: between 2017 and 2018, 22% additional articles were published.

The number of professors and researchers involved on this subject is constantly increasing, as are the number of projects, chairs and partnerships (see questions 1 and 3 in this chapter). On the Paris campus, about 15% of our doctoral students work on a theme related to ecological transition for their theses.

We have encouraged the development of chairs on these themes (See question 3 chapter 4), some of which are exclusively dedicated to sustainability, such as the ESCP research chairs « *Circular*

economy and sustainable business models », « Environment and Economics », « Corporate sustainability ».

And as mentioned in the previous question, this year more than a quarter of the internal research budget was allocated to research projects related to sustainable development. (See question 1 chapter 4).

3/ Are there any chairs or research centres on the topic of ecological transition within your institution? If so, what do they focus on? How many professors do they include?

The school has created a research centre « [Sustbusy: Business and society - towards a sustainable world](#) » which brings together all the researchers working on sustainability on our different campuses. It comprises 20 ESCP professors, 13 research assistants and 5 external experts on sustainability issues.

There are research chairs on SD/RSE issues in Paris:

The « Circular Economy and Sustainable Business Models » Chair: This chair positions itself as an accelerator of innovation for the transition to a circular economy. Its fields of action focus on research, training and the dissemination of good practices in the managerial world. Its approach is resolutely interdisciplinary, since circular economy involves social sciences, political sciences, engineering sciences, economics, design and the various management disciplines. The work of the chair seeks to study, identify and explain the obstacles that prevent companies from deploying a 100% circular model, within their own organization and beyond (public authorities and eco-organizations, markets, consumers), in order to determine the changes to be made and the drivers to be activated to reach the full potential of the circular economy. Sponsored by Deloitte, it counts 8 professors and several research assistants.

« The Jean-Baptiste Say Institute »: Researchers at this institute promote academic excellence, particularly in the areas of entrepreneurial leadership and innovation. It also gives room to social entrepreneurship. This institute is behind the creation of the «improbable « workshop that we mentioned above in its variation focused on the ecological transition « *Improbable planet* ». (See questions 2 and 6 chapter 1) This institute has 25 professors and is supported by the companies EY and RCI.

Some chairs work on the broader scope of sustainable development, including the social and technological dimensions.

The « Dialogue social et compétitivité des entreprises » Chair: The aim of this chair is to reflect on developments in social dialogue and to study their effects on company's performance. It demonstrates that without structured dialogue respectful of the company's societal purpose, it is competitiveness itself that suffers. Sponsored jointly by Airbus, Renault, Sodexo and Solvay, it consists of two professors.

The Chair « A factory for the future »: Its purpose is to explore and anticipate the different aspects of the digital transformations of factories, whether in terms of methods of collaboration, professional development or changes in managerial practices. It questions the human resources' transformation in a digitalized world and campaigns for artificial intelligence at the service of humankind. This chair has one professor and is sponsored by Michelin and Safran.

Lastly, in Berlin, several professorial chairs deal with these issues.

The Chair « Corporate Sustainability » (Florian Lüdeke Freund): Based on the observation that several major ambitions linked to sustainability such as « Our common future » or «The 2030 agenda for sustainable development » are explicit on the importance of the part companies, managers and entrepreneurs can play in favour of sustainable development. This chair is working on understanding the motivations and opportunities for action, but also the limitations, as it is crucial for advancing management and entrepreneurship in the 21st century. It counts 10 professors and numerous research assistants as well as several experts from the professional world.

The Chair « Environment and economics » (Sylvie Geisendorf): Environmental issues such as climate change and the scarcity of resources are becoming increasingly important in society, in political decisions and in the business world. This chair « Environment and economics », created in the summer of 2011, has chosen to address these issues in an innovative way. Contemporary environmental problems are thus discussed in conjunction with their economic analysis and the behavioural bases of economic decisions. This chair counts one professor and 4 research assistants.

The Chair « Business ethics and management control » (Rolf Brühl): These are two essential departments in a company. While business ethics, in particular CSR, include social, moral or sustainable goals within the company, management control has been established as a central function of several management departments, and must primarily ensure the economic success of the company's employees. This chair works mainly on business management within the framework of the social and behavioural sciences.

4/ Are researchers led to think about the impact of their research activities (practices and purposes)? If so, how?

The 2018 - 2022 strategy is built on the mission: « Impactful research for Europe » and measures its impact based on « BEST: Business impact, European impact, Societal impact and Teaching impact (B.E.S.T) ». Thus, each of ESCP Business School's publications is translated into « business knowledge » for all stakeholders. One of the pillars of BEST is dedicated to the societal impact of research, which includes topics related to ecological transition: « *Encouraging decision-makers to incorporate research results into better policies that offer positive benefits for a welfare society* ».

This includes the dissemination of the chairs' work related to these sustainability issues (see previous question).

The structure of the chairs and centres encourages multidisciplinary cooperation and increases the impact of publications. Their work is not only relayed on the school's website, but also frequently on social networks. Moreover, most of them have a dedicated website or blog. In other cases, the dissemination of knowledge is done through generalist digital media (The Conversation or the Xerfi channel - an online audiovisual journal) or paper (Le Monde, Les Echos etc).

In addition, our professors organize and take part in professional or general public conferences inside or outside the school in order to discuss their work. (ASLOG, Lab RSE, Matinales de l'économie circulaire, etc).

ESCP Business school has recently published a series of « impact papers » whose aim is to provide a vision of management applicable not only to practicing managers, but also to stakeholders, (European Union, students and society at large). In the midst of the Covid-19 crisis, these 80 impact papers were written on the theme « Managing a Post-Covid19 era ». All these papers are available on our website and have been shared on social networks.

5

Associative life

1/ Are there any student societies on campus that focus on acting in favour of the ecological transition? Which ones?

In total, on all our campuses, there are about 18 societies dealing with sustainability and the social and solidarity economy.

- ESCP NOISE,
- Oikos,
- Star Trekk,
- Fleur de Bitume,
- Wintegreat,
- Finance in sustainability society,
- Free plastic West Hampstead,
- Sharing hope society,
- Energy Society,
- Ethos,
- ESCP Hilft,
- Escape,
- Maya,
- Lighthouse,
- Cheer-up ESCP,
- Solidarité France-Népal,
- Model UN,

There are also some societies which are not exclusively dedicated to these subjects but which may sometimes deal with them:

-Tribunes ESCP is a society that organizes conferences on current issues, including sustainable development, by inviting political, academic or business personalities to debate on the subject.

- Regatta ESCP is a student society that organizes an annual regatta in Italy. The theme for the 2020 edition was « *Fighting for the planet* » where many sustainable initiatives and activities were planned.

2/ What topics do these societies address (sustainable food, waste reduction, awareness raising...)? What actions do they undertake?

What is their impact scale (all or a certain category of students, staff members of the institution, larger scale than the institution)?

Do these societies operate on campus on their own, or do they act in partnership with the administration of the institution (and if so, at what level)?

Environmental protection and social and solidarity support are the main themes of our student societies. More specifically, there is a focus on sustainable and social innovation, energy transition, solidarity, refugee's integration into society, sustainable finance, the fight against waste, helping vulnerable individuals, environmental awareness, the fight against discrimination, etc.

Their modes of action are varied, but the most frequent are:

- Events organization (happenings, workshops, conferences, donations).
- Communication and information campaigns

Some of them have an original approach, such as the society called Star Trekk, which organises an annual trek in the mountains to raise awareness of nature protection issues. Another example, Fleur de Bitume offers free consultancy activities to NGOs and organizes solidarity homeless visits. The Noise (Nouvel observatoire de l'Innovation sociale et environnementale), a multi-school society with a branch at ESCP, has organized the sale of « zero-waste boxes », including hygiene and cleaning products with no packaging or that can be reused.

The impact of these societies is most visible on the campuses where they are primarily active. Their audience is quite large: students, staff, professors and people from outside the school.

The societies remain free to work on their own or in a partnership with other structures. However, several initiatives have enabled cooperation with the staff and professors, particularly on sustainability issues. For example, Wintegreat, a structure created at ESCP and which is now multi-school, works to integrate international refugees into society and the job market. Each year, it mobilizes several volunteers from the staff and the faculty in order to help. In total, between 2015 and 2018, more than 210 participants have been coached and trained. 75% of them have entered higher education as students or joined a company.

On the environmental aspects, the cooperation between the administration and the students is quite organic: we surveyed them on the future building of the Paris campus, where they reached out to us about their project for a sustainable and solidarity forum planned for March 2020. We are also planning important events in November 2020, involving research chairs, professors and student societies - notably NOISE and Oikos.

Lastly, a specific partnership based on the « Green office » model has been set up with the Oikos society on the Berlin campus: two members provide paid part-time support to the administration, and also act as a link between the administration and students on sustainability issues.

3/ How do you value the civic and associative commitment of your students?

We recognize the commitment of our students in many ways.

First of all, participation in an associative project can lead to the granting of ECTS. This is the case, for example, in pre-master where becoming an active member of a student society can lead to the awarding of 2 ECTS for personal development.

Then, we also value their commitment through our communication channels. Several societies are presented on the school's [official website](#). Their actions are regularly the subject of specific articles on our news page as well as on the school's social networks.

In addition, we allow our students to use most of our premises on all of our campuses - including the lecture theatres and halls.

As previously mentioned, we involve them in several of our internal projects and have strengthened their inclusion in the school's sustainability decision-making process. (See question 2 of this same chapter)

Lastly, at ESCP we value their actions by supporting them financially. (see below, question 4 of this same chapter).

4/ How are Student societies financed? What visibility is given to them within the institution?

Societies can self-finance through sponsorships, partnerships and membership fees.
ESCP Business school also subsidizes them.

For example, on the Paris campuses, the administrative team in charge of student societies officially has a budget of 30K€ dedicated to the financial support of societies' activities. Associations wishing to benefit from it must present their project pitch before a jury composed of the Associate General Management, the Communication Department, the Academic Department, a professor and the Department of students' societies management. This jury decides on the amount of the budget allocated to each project, taking into account different parameters: content, presentation, originality, inclusion and diversity, quality of the administrative and financial file... This funding mechanism also exists on the Berlin and London campuses.

In addition, the amounts collected by the CVEC (Contribution de vie étudiante et de campus) also allow the support of associations. This year, three societies won a prize following a call for projects, including Fleur de Bitume for the organization of a day dedicated to disability awareness in 2020.

Beyond these budgets, societies frequently benefit from one-off funding for some specific projects. For example, in Berlin, where the Oikos Berlin association organized a Christmas market, the proceeds of which were redistributed to NGOs.

Lastly, as mentioned in the previous question, we allow student societies to use lecture theatres and halls, as well as supplies (tables, chairs, carpets, office supplies, etc.) so that they do not have additional expenses.

6

Sustainable campus

1/ Does your school assess its environmental impact using standardized quantitative methods, such as the Life Cycle Assessment or carbon footprinting? How often? What expense items does it include (e.g. does it include mobility, i.e. air travel for students, professors and lecturers)?

We have a high stake in analysing our carbon emissions because our model, being profoundly Europe-oriented, is multi-campus (Berlin, London, Madrid, Paris, Turin and Warsaw). Wishing to offer students an unprecedented international experience, they are often asked to stay on at least two of our campuses during their course of study. The transportation of our students is thus a significant part of our carbon footprint and will naturally generate travel for both students and professors as well. Sustainable mobility is thus a central issue.

Aware of this challenge, this year we launched our first carbon assessment, mobilizing a collaboration between students from our MSc International Sustainability Management and Quantis, one of the leading environmental consulting firms specializing in carbon assessment and life cycle analysis. In addition to a survey of our impacts, the final report is expected to include a series of recommendations that will be shared with the school's Executive Committee and that will provide guidelines for our future carbon strategy.

With regard to frequency, we will carry out a detailed review every three years and update our data annually.

In terms of scope, we have chosen to focus on the year 2019, in order to reflect our activity over a full year with « usual » operations (outside of a Covid-19 context). In addition to studying the impact of student and professor travels, a detailed study of the carbon footprint of the Paris buildings and the commuting of administrative staff on the same campus, the school's biggest headquarters, will be carried out. Subsequently, the tool will be extended to assess the impacts of our other campuses.

2/ How does your institution reduce its ecological footprint on a daily basis (revegetation, incentives, energy savings, responsible nutrition, waste reduction and sorting, etc.)? What are the results of these actions?

Several sustainable initiatives have been undertaken on our campuses. Here are a few examples:

Regarding energy consumption:

Several renovations have been carried out on all our campuses, including the installation of motion detectors and sustainable light bulbs. Thermostats have also been set to not exceed 21°C. In addition, the Montparnasse centre in Paris has a « free cooling » system that has reduced energy consumption.

Regarding carbon footprint:

As detailed above, we are currently preparing a carbon analysis in order to carry out an inventory of our most important emission sources (see question 1, chapter 6). In addition, to limit travel linked to our multi-campus organization, we have chosen to facilitate the use of video-conferencing or conference calls. In Berlin and London, numerous bicycle parking facilities have been installed. In the cafeterias and canteens, vegetarian and even vegan alternatives have been made available on all our campuses.

Regarding waste:

- Recycling:

A waste recycling system has been set up on all our campuses.

Each classroom and each office is equipped with two waste bins: one for paper and one for other waste. (In Paris, the company in charge of collecting waste has chosen to work with people with disabilities).

- Reduction

Local strategies for waste reduction are being developed. In London, for example, an internal audit is underway. In addition, the campus has partnered with Veolia and the Camden Borough to organize educational sessions on best waste practices for faculty, administrative staff and students. The student association « *Energy society* » is also participating in this project.

In Madrid, 5-gallon water fountains have been installed throughout the campus since October 2018. Reusable bottles have been distributed.

A paperless policy is in place on several of our campuses.

The majority of our campuses use cutlery and plates that are either reusable, or at least made from compostable organic material.

Regarding water management:

We try to regularly change the traditional taps in our sanitary facilities to time-controlled taps.

Regarding biodiversity:

In Berlin, the students and the administration have been working on organizing a shared garden. The Oikos association is leading the project and regularly organizes workshops. The campus has also hired an expert ornithologist when bird nests had to be moved. All the campuses have green areas housing a lot of biodiversity, and are developing policies dedicated to these issues.

Thanks to these efforts, we have seen a decrease in the impact of our buildings over the last few years, which encourages us to carry on. The large renovation campaign that has begun will also contribute to our environmental footprint reduction.

3/ How does your institution interact with its territory and fit into local public policies with a sustainable goal?

The term « territory » has a special meaning for ESCP. Indeed, due to our multi-campus organization, our territory is located in the four corners of Europe!

Our main action in this area is related to the major renovation programme that was launched in 2019. Most of our campuses will be renovated, allowing ESCP to benefit from more sustainable and innovative buildings.

As part of these renovations, we have started discussing with some expert actors on sustainable local policies. For the renovation of the Paris République building, for instance, the sustainable transition team associated with the real estate department chose to work with a consulting firm in sustainable renovation. One of the criteria in the terms of reference is that our building should participate in the efforts of the Paris City Council and the Ile-de-France region, such as the 2050 energy-climate plan.

We are also currently working on improving the management of garden and green areas to provide a haven for urban biodiversity.

Lastly, some of the student associations that we support organize actions with a local impact. This is for example the case of Fleur de Bitume, previously mentioned, which coordinates weekly walks to provide moral and material support to the homeless. They provide hot drinks, meals and clothing, and encourage and advise them in their search for housing and employment. The same society works with Secours Catholique in the east of Paris to provide educational support to underprivileged schoolchildren and college students throughout the year.



Overview

1/ Is your establishment DD&RS certified? If not, is your establishment working towards obtaining the label, and within what time frame?

We are currently in the process of solidifying and structuring our initiatives on these issues. First, we are going to write our CSR report for 2021. Its content and structure should follow the DD&RS label grids that we used in the diagnostic phase, and be able to lead us towards a label, probably in 2021.

2/ What kind of obstacles to promoting an ecological transition within your school can you identify (and at which levels)?

Certain sources of complexity are specific to our location on 6 European campuses. The multiplicity of contacts spread over different sites can increase coordination costs and complicate management processes. Similarly, the date of construction of our buildings can be a source of difficulty, as they were developed with little consideration for energy efficiency and environmental impact. And as previously mentioned, a complete renovation is currently underway and will allow the school to reach the highest standards. (See question 3 chapter 6)

Other obstacles are inherent to the business school sector, rather than specific to our school. These barriers can be of different kinds and call for institutional reflection on the whole field:

- budget and resource limits, in a context of intense competition between schools
- the multiplication of rankings and external demands is real, and has ambiguous effects: it shows an awareness and expectation of our external stakeholders, but also represents an increasing burden, which can reduce the time available for the actual progress of the files. Despite the increase in the number of such requests, the main rankings tend to favour traditional professions and still marginally integrate efforts related to the ecological transition, or through criteria that are not very harmonised and sometimes not very anchored in the real stakes. Harmonization work will undoubtedly be required in the coming years.
- the ecological transition implies the acquisition of new knowledge and skills within the faculty, which go well beyond the classic perimeter of a business school. It is therefore a question of recruiting new academics, and training professors in the classical disciplines.
- These trends are affected by academic dynamics that favour hyper-specialisation of researchers in their field, rather than interdisciplinarity.

3/ Are you aware of the different student and institutional movements dealing with ecological transition such as the Student Manifesto for an Ecological Awakening, the REFEDD, the FORTES project of the Transition Campus or the Ministry of Higher Education, Research and Innovation workshop? Which movements are you familiar with?

We are familiar with these different movements, some of which irrigate our own institution. Specifically, we have hosted several events of the Manifesto for an Ecological Awakening in 2019 and 2020 (including a [debate](#) with leaders from the business world and higher education, thus raising awareness of the necessity of an ecological transition) and have been able to share with members of the movement as part of the response to this questionnaire.

We are also in contact with the Campus de la Transition (Cécile Renouard).

Beyond the mentioned organizations, the Shift Project seems to us to be an important structure, especially because of its work on the integration of climate issues in higher education. We had participated in their report's launch activities (including the pre-launch round table in November 2018).

In terms of organisation, we are members of PRME, a group of management training institutions which, under the wings of the United Nations, reflects on institutional issues (for example, the integration of ecological transition issues in rankings) and organises the exchange of experiences and good practices between institutions. (See question 2 chapter1)

Lastly, in France, we have taken part in the inventory of initiatives linked with ecological transition made by higher education establishment, initiated by the FNEGE (Fondation Nationale pour l'Enseignement de la Gestion des Entreprises).

4/ Can you describe the organization that has been set up to answer this survey (persons or bodies in charge, stakeholders involved, etc.)?

Our Sustainability Transition Project Manager, supported by the Dean for Sustainability Transition, was in charge of answering. Internally, multiple stakeholders were involved: General Management, Professors' deanship, Programmes Management (in particular MiM, eMBA, MBA IM), Quality Processes and Rankings Management, General Services, Real Estate, Financial Management, Alumni Association and Foundation.

5/ Do you have any message, comment or thing to add?

A few words from the ESCP Business School's Dean, Frank Bournois:

« On behalf of ESCP Business School, I would like to thank you for the initiative of this Grand Barometer. This questionnaire has come at the right time to conduct a cross-cutting progress report on our ecological transition initiatives, pointing out our achievements but also the road ahead.

In the face of the ecological emergency, my conviction is that our educational institutions have a role and a decisive responsibility. For this reason, ESCP Business School is pursuing ambitious objectives, the identification of which was initially facilitated by the work of our « sustainable transition » team under the leadership of our Associate Dean of sustainability, Professor Aurélien Acquier, who assumed this position in 2018.

Our mission, as a higher education institution, is to integrate the issue of ecological transition at the heart of our educational activities, research and internal processes. In terms of our teaching, we have broadened our educational offer on these subjects, with the goal of rapidly training 100% of our students in all our generalist programmes in the issues of sustainable development, ethics and ecological transition. Similarly, in terms of research, sustainable development constitutes a strategic focus and we have witnessed an increase in the number of publications on these themes. Lastly, we must continue our efforts to make all of our campuses more sustainable and to integrate HR evaluation issues.

The COVID crisis has only strengthened our conviction that it is now essential to rethink models in light of the ecological emergency. We are aware that we play an essential role as a training organization for future managers. In this respect, it is clear that collaboration with our students but also with other actors such as the manifesto for an ecological awakening is a key element. »



The *Ecological Awakening* collective is at the origin of the eponymous Manifesto, launched in September 2018 by students from higher education schools (Ecole Polytechnique, HEC Paris, AgroParisTech, ENS Ulm, CentraleSupélec) and signed by more than 32,000 students from over 400 Higher Education institutions.

The collective provides students and young graduates with tools for:

- Working for employers whose environmental strategy is up to the ecological emergency
- Transforming Higher Education by putting the ecological transition at the heart of training courses.

For more information, please visit pour-un-reveil-ecologique.org



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