EDHEC
BUSINESS SCHOOL
nice

# EDHEC's Contribution to the Sustainable Development Goals

2025




UNLEASH TOMORROW

# The Sustainable Development Goals at the heart of EDHEC's approach

EDHEC Business School places the United Nations Sustainable Development Goals (SDGs) at the heart of its strategy and activities. A signatory to the United Nations Global Compact and the Grenoble Agreement, and a member of the Principles for Responsible Management Education (PRME) since 2015, the school helps address major social, environmental and economic challenges through education, research and engagement with its stakeholders.

The 17 SDGs guide the school's actions and provide a universal roadmap towards a more sustainable and equitable world by 2030. While EDHEC contributes to every goal, some are particularly closely linked to its mission and areas of impact: education, research, student engagement, equal opportunities and inclusion, and the school's operations and governance.

This report presents EDHEC's main initiatives, achievements and contributions to each of the 17 SDGs in 2025. The scope and level of detail vary between goals. They reflect the school's strategic priorities, identified through its materiality assessment and set out in its Sustainable Development and Social Responsibility Master Plan, as well as the different stages of maturity of its initiatives within a process of continuous improvement.

The sections follow the order of the 17 SDGs. The contents page provides direct access to each goal; links throughout the report lead to the associated resources and references.

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# SDG 1 – NO POVERTY




*The first Sustainable Development Goal aims to end poverty in all its forms everywhere in the world. In particular, it encourages strengthening the protection of vulnerable people and improving their access to economic resources and basic services. For a higher education institution, contributing to this goal means reducing the financial barriers that may restrict access to study programmes or jeopardise students' academic progress. EDHEC contributes to this approach through its efforts to promote equal opportunities and social inclusion for all its students.*

## REDUCING FINANCIAL BARRIERS TO EDUCATION

EDHEC is committed to ensuring that admission to its programmes is based primarily on applicants' skills, potential and motivation. Admissions procedures are based on academic and assessment criteria, regardless of applicants' social or economic circumstances. This approach reflects EDHEC's commitment to promoting equal opportunities and enabling students from all backgrounds to access excellence in higher education.

Through the 'EDHEC For All' programme, and with the support of the EDHEC Foundation, EDHEC implements an ambitious financial aid policy designed to remove economic barriers to education. The school aims to enable all students to join its programmes, regardless of their financial circumstances, by providing support to families with the most limited resources.

EDHEC is committed to removing financial barriers to higher education for eligible students by covering an increasing proportion of tuition fees according to their CROUS grant level. This initiative applies to students entering the EDHEC International BBA and the Grande École (Master in Management) programmes for the first time from September 2025 onwards, whose households are subject to French taxation. These means-tested public grants are divided into eight levels, ranging from 0 bis to 7, based on household income, the number of dependent children, and the distance between the family home and the place of study. The higher the grant level, the greater the student's recognised need for financial support.

EDHEC offers a 100% tuition fee reduction to students receiving a level 7 CROUS grant and a 75% reduction to those at level 6, directing its greatest support towards students with the highest financial need. This initiative helps students from low-income backgrounds access higher education, including those from households in the lowest 20% of the national income distribution. Subject to eligibility criteria, tuition fee reductions also amount to 50% for students at level 5, 30% for those at levels 3 and 4, and 20% for those at levels 0 bis to 2. These tuition fee reductions are granted in addition to, and independently from, the public grant paid by CROUS.

***→ Explore EDHEC's scholarships and funding options***

EDHEC also promotes equal opportunities in access to its Grande École Programme through the "double barre d'admissibilité" (dual eligibility threshold), a widening participation measure implemented within the Banque Commune d'Épreuves (BCE) entrance examination system. The scheme allows the examination board to shortlist for the oral examinations applicants receiving means-tested CROUS grants whose scores fall immediately below the main eligibility threshold, up to a limit of 3% of all shortlisted applicants. It provides candidates from lower-income backgrounds with an additional opportunity to demonstrate their potential. Written examination scores remain unchanged, and final admission decisions are based on the combined results of the written and oral examinations for all applicants. Each year, this measure

enables talented students to join the Grande École Programme even though their written examination results alone would not have met the standard admission threshold.

***→ Read the 2025 BCE entrance examination regulations — section II.4, page 12***

Finally, to ensure that the cost of applying does not become an initial barrier, EDHEC waives application fees for grant holders on many programmes, subject to the conditions applicable to each admissions route.

## SUPPORTING STUDENTS THROUGHOUT THEIR STUDIES

EDHEC's commitment to equal opportunities continues beyond admission. Throughout their studies, students can benefit from a range of financial support mechanisms designed to ensure that financial constraints do not hinder academic success or professional development. In addition to scholarships, the school provides interest-free loans and emergency financial assistance to help students facing unexpected financial challenges continue their studies with confidence.

Means-tested grants and EDHEC-funded scholarships can support students throughout their studies. In addition, when a student encounters an unforeseen difficulty, their circumstances can be reviewed on a case-by-case basis by a monthly committee, particularly with a view to awarding an exceptional hardship grant. The assessment considers the financial, social, personal and psychological aspects of their situation. Students also have access to designated support contacts who provide individual guidance and, where necessary, refer them to specialist services or external support organisations. This personalised support aims to prevent students from interrupting their studies and to help them continue their academic journey under the best possible conditions.

***→ Learn more about financial and personal support for students***

## FACILITATING ACCESS TO HOUSING AND MEALS

### HELPING STUDENTS FIND HOUSING

EDHEC provides a range of services and resources to help students secure accommodation in Lille and Nice. On the Lille campus, a student residence with 300 places offers furnished studio apartments and shared accommodation with up to eight bedrooms. Rooms are allocated upon application and subject to availability, with priority given to international students, students under the age of 18, and students with disabilities.

***→ Explore the housing options offered by EDHEC***

### PROVIDING ACCESS TO MEALS AT SUBSIDISED PRICES

The Lille campus has several dining facilities, including the D-Hall self-service restaurant, which offers meals at more affordable, subsidised CROUS prices.

Access to affordable catering services helps reduce students' day-to-day living costs. In 2025, students receiving CROUS grants and recognised as facing financial hardship were eligible for meals at a reduced cost of €1. This initiative has since been extended, enabling all EDHEC students to benefit from €1 meals in CROUS restaurants located on campus.

## SUPPORTING THE SUCCESS OF STUDENTS FROM LOW-INCOME BACKGROUNDS

Beyond financial assistance, EDHEC is committed to supporting students facing personal, social or economic challenges that may affect their academic success. This approach benefits students from the lowest-income households in particular, including those in the bottom 20% of households by income. Dedicated support contacts are available by appointment, allow students to discuss difficulties and be referred to appropriate services. The objective is to identify situations of vulnerability at an early stage and offer tailored support that helps students remain engaged in their studies and achieve their full potential.

→ ***Discover financial and personal support for students***

This support is complemented by health and wellbeing services, including psychological support. Depending on the campus, students have access to both in-person and remote consultations. A free and confidential listening and support service is also available 24 hours a day, seven days a week, by telephone, video call or online chat, with no appointment required. Available to all EDHEC students, these services provide additional support for those facing personal challenges, including situations where financial difficulties may affect their wellbeing and academic success.

→ ***Explore health and psychological support services***

For their academic work, students have access to the Lille and Nice libraries, electronic resources and assistance with literature searches. In Lille and Nice, individual appointments with a librarian and online workshops help students make better use of these resources. The Career Centre complements this environment with individual advice, preparation for applications and interviews, and opportunities to meet recruiters and alumni. Access to these resources and contacts helps students develop their career paths, including those with limited access to professional networks among their family and friends.

→ ***Access the resources and support offered by the Lille library***

→ ***Explore the services offered by the Nice library***

→ ***Discover the support offered by the Career Centre***

## SUPPORTING INTERNATIONAL STUDENTS WITH LIMITED FINANCIAL RESOURCES

EDHEC also offers financial support opportunities to students whose families are subject to taxation outside France. This assistance may benefit students with limited resources from low or lower-middle income countries, depending on their profile and programme conditions. EDHEC's own means-tested scholarships therefore take account of families' economic circumstances beyond the French tax system alone.

For eligible applicants, the scheme provides a scholarship of €3,400 per year when the family income quotient is €19,000 or less, rising to €4,600 when it is €9,000 or less. Access depends on the programme and admissions route. The dedicated funding page helps students identify the assistance available for their circumstances and the conditions for receiving it.

→ ***Explore financial aid and eligibility conditions for international students***

## SUPPORTING THE CREATION OF RESPONSIBLE BUSINESSES IN LOCAL COMMUNITIES

Through EDHEC Entrepreneurs, the School makes its expertise and resources available to entrepreneurs, whether or not they are EDHEC alumni. Its incubation programmes offer personalised support, coaching and mentorship to structure their projects, find their first customers and prepare for funding. This support is rooted in local ecosystem: in Roubaix, the Jean Arnault campus hosts entrepreneurs in residence; in Sophia Antipolis, TechForward brings together the expertise of EDHEC, EURECOM and Institut Mines-Télécom; in Paris, programmes at STATION F support start-ups with a societal impact in particular. Through these initiatives, EDHEC contributes to the development of innovative and responsible businesses that create value for local communities. The school supports entrepreneurs in building financially viable organisations that address local challenges while taking into account their social and environmental impact.

***→ Discover incubators and resources available to entrepreneurs***

EDHEC combines the economic development of start-ups with the integration of responsible social and environmental practices from their inception. The 'Responsible Entrepreneurship by Design' (RED) approach helps founders identify their priority issues and incorporate environmental, social and governance criteria into their operations. Training, exchanges between entrepreneurs and practical tools support this approach. The school also distributes free resources accessible beyond its incubators, enabling more entrepreneurs to use them.

***→ Understand EDHEC's approach to responsible entrepreneurship***

The 'Guide de la responsabilité en startup' (Guide to Responsibility in Start-ups) complements this support. Free and accessible online after creating an account, it brings together more than 65 practical guides developed with entrepreneurs and experts. Entrepreneurs can find concrete actions to integrate responsibility into their business models, from the earliest stages of setting up a business through to its development.

***→ Access the Guide to Responsibility in Start-ups***

## FUNDING THE LAUNCH AND DEVELOPMENT OF IMPACT START-UPS

EDHEC also provides financial support for the emergence of responsible businesses through the 'GENERATIONS powered by EDHEC' seed fund. The school invested €10 million in its creation. Open to entrepreneurs beyond EDHEC alumni, this fund supports innovative projects addressing the environmental transition, health, responsible consumption, equity and inclusion. It combines equity investment with entrepreneurial support and access to the EDHEC network to support businesses' economic development and contribution to society.

***→ Discover the GENERATIONS powered by EDHEC fund***

This support translates into concrete investments. In 2025, through the 'GENERATIONS powered by EDHEC' fund, EDHEC contributed to the financing of Nepsis Energy, which received an investment of €250,000. This start-up offers businesses financing and leasing solutions for solar panels, combining commercial development with a reduction in its clients' carbon footprint.

***→ Read about the financing of Nepsis Energy***

In addition, the 'Act For Impact' incubator, run at STATION F with BNP Paribas's BivwAk!, helps impact start-ups access external funding. The support offered to the 2025 cohort includes the opportunity to apply for a grant of up to €30,000 from the Fonds Parisien pour l'Innovation,

subject to eligibility criteria, as well as introductions to investors. This assistance in seeking funding complements investments by the 'GENERATIONS powered by EDHEC' fund.

→ ***Explore the Act For Impact support offered in 2025***

## MOBILISING STAFF AND STUDENTS TO MEET BASIC NEEDS

As part of its solidarity day and the development of skills-based volunteering, EDHEC enables staff who volunteer to devote one working day per year to a partner association. In the Lille metropolitan area, its partnership with Amitié Partage in Roubaix supports an association that provides food and clothing assistance to people in severe hardship, together with social support and work integration projects. Activities offered to staff include sorting donations, distributing food parcels, stocking the charity shop, sewing and supporting online sales. They are defined according to volunteers' skills and the association's needs, then supervised by its permanent staff. By organising this involvement, EDHEC puts time and skills at the service of local initiatives that facilitate access to basic needs and services for all.

→ ***Discover the food and clothing assistance provided by Amitié Partage***

The solidarity day also includes an environmental component in Nice, with Nice Plogging Collective: walking and collecting waste on beaches, maintaining the Miyawaki forest in Saint-Paul-de-Vence and supporting the development of the association's activities. These assignments complement the scheme's commitment to local communities.

### STUDENT ASSOCIATION INITIATIVES

EDHEC students also contribute to improving access to essential goods and services for people experiencing hardship. For example, the DEMAIN association, founded in January 2025, organises outreach rounds in the Lille metropolitan area and provides material assistance in the form of food, clothing and hygiene kits. Its members also spend half-days each week at a reception centre in Roubaix, supporting homeless people in their social and professional integration. This regular presence combines a response to immediate needs with sustained social connections.

→ ***Discover DEMAIN's initiatives supporting homeless people***

## CONTRIBUTING TO ANTI-POVERTY POLICIES AND PROGRAMMES

EDHEC draws on its professors' expertise and institutional partnerships to contribute to anti-poverty policies and programmes. From local action to international dialogue, this commitment focuses on access to basic services, education and employment.

At the global level, EDHEC is an advisory partner, with observer status, of the Global Infrastructure Facility (GIF), a collaborative platform hosted by the World Bank. Frédéric Blanc-Brude represents the School on its Advisory Council. The GIF supports governments in emerging and developing countries in preparing and structuring infrastructure projects. By facilitating the financing and improvement of these services, it helps reduce poverty and support equitable growth.

→ ***Discover the Global Infrastructure Facility's mission and partners***

→ ***Learn more about Frédéric Blanc-Brude's role with the GIF***

EDHEC contributes to the implementation of Cordées de la Réussite, a national programme designed to promote equal opportunities and widen access to higher education. In Nice, the School supports young people from underprivileged neighbourhoods in pursuing higher

education through a partnership with the local education authority and the Departmental Directorate for Social Cohesion. Career awareness activities, mentoring and guidance on financial support opportunities help participants build confidence and progress towards their academic goals.

Within the Lille education authority area, EDHEC also leads the Objectif Réussite initiative, which supports lower and upper secondary school students in developing their educational aspirations, exploring career pathways and making informed choices about their future studies. By helping young people broaden their horizons and strengthen their ambitions, these initiatives contribute to greater educational equity and social mobility.

***→ Discover EDHEC's Cordées de la Réussite initiative in the Nice education authority area***

***→ Find EDHEC among the institutions leading Cordées de la Réussite initiatives in the Lille education authority area***

At the national level, Professor Hager Jemel-Fornetty, Director of the EDHEC International BBA and the Diversity & Inclusion Chair, takes part in the 'Ouverture sociale' (Widening Participation) working group of the Conférence des Grandes Écoles. This group develops equal opportunities proposals and schemes in collaboration with public authorities. She also sits on the Board of Directors of For Youth, a private fund that guides and finances social and professional integration programmes for young people who face barriers to employment.

***→ Discover Hager Jemel-Fornetty's background and commitments***

***→ Learn more about the CGE's Widening Participation working group***

***→ Discover For Youth's programmes and governance***

EDHEC also helps inform housing and inequality reduction policies. Tristan-Pierre Maury, Professor of Economics and Director of the Grande École and Masters of Science programmes, regularly works with government ministries and presents his findings to the French Court of Auditors and the General Inspectorate of Finance. His research on social housing, income segregation and priority education informs public debate and policymaking.

***→ Discover Tristan-Pierre Maury's research and collaborations with public authorities***

# SDG 2 – ZERO HUNGER




*The second Sustainable Development Goal seeks to end hunger, achieve food security and promote sustainable agricultural models. Higher education institutions can contribute by raising awareness of food issues, encouraging more responsible diets and producing knowledge about the food systems of tomorrow. EDHEC contributes through research, awareness-raising activities and initiatives promoting more sustainable food on campus.*

## PROMOTING SUSTAINABLE AND AFFORDABLE FOOD ON CAMPUS

EDHEC implements a responsible food policy in collaboration with its catering providers to encourage more sustainable and affordable food choices. This approach includes promoting vegetarian options in the school's restaurants, raising students' awareness of the environmental impact of their diets and progressively incorporating sustainability criteria into catering services.

This approach also extends to all events organised by EDHEC, including seminars, internal events, conferences and graduation ceremonies. The school works with caterers to offer more sustainable catering, with at least 70% vegetarian options and a preference for local and seasonal produce.

The school has also trialled displaying the carbon footprint of certain meals to help students and staff better understand the impact of their food choices and favour options with the lowest greenhouse gas emissions. This awareness-raising approach is part of a broader effort to support changes in consumption behaviour towards more sustainable practices.

Affordable access to quality food is also a priority. In 2025, grant holders were able to benefit from €1 meals in partner university restaurants. Student restaurants on EDHEC's campuses now offer €1 meals to all students. By facilitating access to affordable meals, EDHEC helps tackle student hardship and ensure that financial constraints do not prevent students from eating a balanced diet.

***→ For more information: 2023 Sustainable Development and Social Responsibility Report, pages 26–28***

## RESEARCH ON SUSTAINABLE NUTRITION

In 2025, EDHEC's contribution to SDG 2 (Zero Hunger) included research on healthy, affordable and sustainable nutrition. The report Sustainable Pathways for Healthy and Accessible Nutrition, produced in partnership with Creative Dock and published online in 2025, explores how food systems could evolve by 2035. It examines the links between nutrition, consumer behaviour, technological innovation and emerging business models across the agri-food value chain.

The report focuses on changing consumption patterns, advances in food technologies and transformations within food markets. It explores topics such as circular economy approaches, supply chain resilience, traceability and innovation opportunities. Its objective is to help businesses and other stakeholders anticipate future developments and design models that improve access to nutritious and sustainable food.

The 2035 outlook presented in the report is based on prospective scenarios and strategic pathways rather than measured outcomes. This distinction highlights the forward-looking

nature of EDHEC's contribution, which aims to inform decision-making and support the transition towards more sustainable and accessible food systems.

***→ For more information: Sustainable Pathways for Healthy and Accessible Nutrition***

The dissemination of research findings also extends to eating behaviours. Research conducted by Professor Ricardo Azambuja explores strategies for promoting plant-based diets and identifies the factors most likely to encourage their adoption. The findings suggest that health-related messages may be more effective than environmental arguments alone in influencing dietary choices. By providing evidence-based insights into consumer behaviour, this research helps inform awareness-raising initiatives and supports the development of communication strategies that connect personal health benefits with more sustainable eating habits.

***→ For more information: Scientific research press review***

# SDG 3 – GOOD HEALTH AND WELL-BEING




*The third Sustainable Development Goal aims to ensure healthy lives and promote well-being for all at all ages. For higher education institutions, this involves both protecting the physical and mental health of their communities and advancing knowledge in health. EDHEC contributes through prevention, support and research activities.*

## PROMOTING THE HEALTH AND WELL-BEING OF THE EDHEC COMMUNITY

EDHEC places students' physical, mental and social wellbeing at the heart of the student experience. The school adopts a holistic approach to well-being, combining access to healthcare, prevention, psychological support, physical activity and support for vulnerable situations. Across its campuses, students benefit from services tailored to their needs, notably through partnerships with university health services that facilitate access to medical, gynaecological and psychological consultations. A free, confidential listening service available 24 hours a day, seven days a week, complements this provision, alongside consultations with psychologists and, in Lille and Paris, the peer listening service provided by Nightline (a night-time listening service run by student volunteers trained to support their peers). The School also delivers prevention and awareness-raising initiatives on issues such as mental health, addictions, sexual health, HIV testing, and the prevention of gender-based and sexual violence. Sophrology sessions, sports activities and dedicated support services also contribute to stress management and student well-being. This approach aims to create a study environment conducive to academic success, personal fulfilment and the protection of students' health.

→ ***For more information: Student health and well-being***

Psychological health is also the subject of regular awareness-raising activities. During Sustainability Week in January 2025, the founders of Linka led a conference on eco-emotions and environmental engagement. This initiative explored the links between environmental concerns, mental health and the capacity to act in response to the challenges of the ecological transition.

→ ***For more information: Sustainability Week 2025***

## PRODUCING AND SHARING KNOWLEDGE TO IMPROVE HEALTH

In 2025, EDHEC contributes to health and well-being by disseminating research on access to healthcare, undertaking awareness-raising activities and preparing a campus environment attentive to students' needs. On 6 March, Professor Loick Menvielle, Director of the Management in Innovative Health Chair, published an analysis of differences between women and men in the adoption of digital health tools.

→ ***For more information: Women and digital health***

# SDG 4 – QUALITY EDUCATION




*The fourth United Nations Sustainable Development Goal seeks to ensure inclusive and equitable quality education and promote lifelong learning. This goal is central to the mission of higher education institutions, which educate diverse audiences and disseminate knowledge. EDHEC embeds its mission in this ambition: sharing knowledge, developing skills and opening up opportunities beyond its own students. Digital resources, public lectures, short courses and engagement in schools extend this mission to people of all ages.*

## SHARING KNOWLEDGE BEYOND EDHEC

### FREE ACCESS TO ONLINE RESOURCES

Through EDHEC Vox, the School makes its professors' and researchers' knowledge available to everyone. Accessible free of charge without enrolment in an EDHEC programme, the platform features articles, analyses and interviews on sustainable finance, management, technology, ethics and societal change. These resources enable professionals, teachers, students at other institutions and anyone with an interest to discover research findings and understand their applications. Everyone can therefore develop their knowledge at their own pace and inform their personal or professional thinking.

***→ Explore EDHEC Vox articles and analyses***

### MOOCs AND ONLINE COURSES FOR SKILLS DEVELOPMENT

EDHEC offers a range of MOOCs and online courses that are open to learners worldwide. Covering topics such as investment management using Python and machine learning, climate change and sustainable investing, and educational technologies, these courses enable participants to explore new fields of knowledge and develop valuable skills through flexible online learning.

In particular, the *Introduction to EdTech* MOOC helps learners understand the digital transformation of education, with no prior knowledge or experience required. Through platforms such as **Coursera**, learners can access course content free of charge and, depending on the options available for each course, continue their learning journey at no cost. By making high-quality educational content widely accessible, EDHEC contributes to lifelong learning, skills development and broader access to knowledge beyond its student community.

***→ Discover all EDHEC MOOCs***

***→ Explore the Introduction to EdTech MOOC***

Participants seeking certification can apply for financial aid through Coursera. Depending on their eligibility and the level of support granted, they may receive free or reduced-cost access to the full course, assessments and certificate. This mechanism helps broaden access to learning opportunities and recognised credentials, ensuring that financial constraints are not a barrier to skills development and lifelong learning.

***→ Discover free access options and Coursera financial aid***

### PROVIDING ACCESS TO LIBRARY RESOURCES AND INDEPENDENT LEARNING

EDHEC also provides its community with library resources and support for information searches. The Lille and Nice campus libraries offer access to extensive physical and digital

resources, together with personalised support to develop information literacy and encourage independent learning.

→ ***Discover the Lille campus library***

→ ***Discover the Nice campus library***

## OPENING CAMPUSES TO DISCOVERY AND EXCHANGE

EDHEC welcomes external audiences to its campuses through free educational and outreach initiatives. From 8 to 11 July 2025, the Lille campus hosted 60 scholarship students from secondary schools across the Hauts-de-France region, representing 23 schools, for the **EDHEC Talents Lycées Bootcamp**. Through classes, workshops and discussions, participants explored career opportunities and reflected on the opportunities and challenges associated with artificial intelligence. Accommodation, meals, activities and transport were fully funded, ensuring that participation remained free of charge. By providing young people who are not enrolled at EDHEC with access to its learning environment, this immersive programme helps broaden horizons and encourage educational ambition.

→ ***Discover the free EDHEC Talents Lycées bootcamp 2025***

EDHEC also supports swimming education for primary school pupils in Roubaix by making the swimming pool on its Lille campus available free of charge during the closure of the Thalassa aquatic centre. This partnership enables up to 18 classes per week to continue their swimming lessons at no cost to pupils or their families. By opening its facilities to local schools, EDHEC helps ensure continuity in access to this essential aspect of education, enabling children to build confidence in the water and develop vital water-safety skills.

## FREE PUBLIC LECTURES

On the Lille campus, the student association L'Agora organises a programme of free monthly lectures open to the general public. Featuring prominent figures from the worlds of business, politics, culture and sport, these events explore major contemporary issues and current affairs.

The lecture programmes for the 2024–2025 and 2025–2026 academic years demonstrate EDHEC's ongoing commitment to making intellectual debate and knowledge-sharing accessible beyond its student and staff community. By opening these events to a wider audience, the School contributes to lifelong learning and informed public dialogue.

→ ***Explore L'Agora's lectures and season programmes***

## SHORT COURSES FOR LIFELONG LEARNING

EDHEC Executive Education offers programmes designed to support professionals seeking to develop their skills without committing to a long programme. Its short courses and certificate programmes are designed for managers and executives, including those who have never studied at EDHEC. Leadership, management, strategy, digital transformation, finance and social responsibility are the main areas of learning. Teaching combines faculty expertise, exchanges of experience and practical applications to address concrete professional challenges.

→ ***Discover EDHEC Executive Education short courses and certificate programmes***

In addition, the full EDHEC Online portfolio, ranging from short courses and certificate programmes to fully accredited degree programmes, helps broaden access to education through flexible distance learning formats. These programmes are particularly valuable for individuals living far from EDHEC campuses and for working professionals seeking to continue

their education while balancing professional and personal commitments. Online learning can also support the educational experience of some students with disabilities, particularly where travel presents challenges, depending on individual needs and the accommodations available. By offering flexible pathways to learning, EDHEC Online enables learners at different stages of their personal and professional journeys to develop new skills, enhance their career prospects and engage in lifelong learning.

***→ Discover all EDHEC Online programmes***

Short courses are offered through a regular schedule of sessions, allowing participants to plan their learning around their professional commitments, personal schedules and development objectives.

***→ View the short course calendar***

Beyond its academic and executive courses, EDHEC also offers one-off knowledge-sharing events. On 27 May 2025, the school held an 'AI & Finance' day on its Nice campus, accessible free of charge upon registration, bringing together doctoral students, faculty members and professionals in particular. Presentations explored applications of artificial intelligence in finance, including quantitative investing, big data and language models.

***→ Discover the AI & Finance day held in Nice in 2025***

## PROMOTING ACCESS TO HIGHER EDUCATION

EDHEC's educational engagement also extends beyond its campuses. Through Objectif Réussite, student volunteers support primary and secondary school pupils in schools and residential homes in the Lille metropolitan area. The association adapts its activities to young people's needs: homework help, reading workshops, tutoring, educational guidance and cultural discovery. These local activities aim to build self-confidence and promote equal opportunities in education.

***→ Discover the Objectif Réussite student association***

This support is sustained over time. At Collège Lucie Aubrac in Tourcoing, tutoring takes place every Thursday, with volunteers supporting the same pupils throughout the year. At the Henri Pestalozzi residential home in Lille, they work twice a week with children aged 5–12 on homework, reading and drawing activities. Special events complement this regular support: cultural visits and an educational trip, including a visit to Athens organised in 2025 for secondary school pupils. EDHEC therefore combines scheduled activities with one-off experiences that broaden young people's horizons.

EDHEC also participates in the national Cordées de la Réussite scheme to support lower and upper secondary school pupils from disadvantaged areas or backgrounds in progressing to higher education. In Nice and within the Lille education authority area, the school mobilises its staff and students to offer tutoring, introductions to higher education, cultural activities and educational guidance. These schemes aim to raise young people's educational aspirations and reduce inequalities in access to higher education.

***→ Discover the Cordées de la Réussite initiatives***

## EMBEDDING RESPECT AND INCLUSION IN LEARNING

EDHEC places respect for individuals and diversity at the heart of its educational mission. Its Code of Ethics applies to all activities with which the school is associated, including non-academic activities and those conducted beyond campus. It prohibits discriminatory conduct based on ethnicity, sex, nationality, religion, sexual orientation, age or disability. These principles

govern access to EDHEC's lifelong learning activities so that everyone can benefit without discrimination. They guide the welcome extended to different audiences, the sharing of knowledge and the development of exchanges respectful of everyone.

→ ***Read EDHEC's Code of Ethics***

The Respect for Others policy translates these commitments into practice within the student community through prevention, awareness-raising and action against harassment and discrimination. The school also develops campus accessibility: its Lille and Nice campuses are accessible to people with reduced mobility and visual impairments. Designated contacts support students with disabilities and assess their adjustment needs to facilitate learning and participation in School life.

→ ***Discover the Respect for Others policy***

→ ***View information on accessibility and disability support***

# SDG 5 – GENDER EQUALITY




*The fifth Sustainable Development Goal aims to achieve equality between women and men and empower women and girls. In higher education, this commitment concerns access to education, career development, access to positions of responsibility and action against violence and discrimination. EDHEC works towards this goal through its equity, diversity and inclusion policy and the research of the Diversity & Inclusion Chair.*

## PROMOTING EQUALITY BETWEEN WOMEN AND MEN

EDHEC is committed to promoting equality between women and men across all its activities, including teaching, research, student life and human resources. This commitment is framed by the Gender Equality Plan 2025–2028, which sets out objectives and actions to strengthen workplace gender equality, combat discrimination, prevent gender-based and sexual violence and promote balanced representation of women and men within the school. The plan includes regular monitoring of the gender balance among students, permanent faculty, academic leaders and governance bodies to measure progress and guide future action.

***→ For more information: Gender Equality Plan 2025–2028***

In terms of prevention, during Sustainability Week in January, the Diversity & Inclusion Chair offered staff a workshop on the mechanisms of intimate partner violence. The 'VSS: agir et en finir!' workshop on taking action to end gender-based and sexual violence, compulsory for all new students, was also offered to staff on all three campuses. These activities aim to help participants recognise violence and know how to respond or refer someone affected to appropriate support.

***→ For more information: Sustainability Week, 20–24 January 2025, review published on 29 January***

The Women in Finance association also worked with secondary school pupils in 2025, notably at Lycée Saint-Joseph in Gap in February 2025 and Lycée Antoine de Saint-Exupéry in Saint-Raphaël in February and March 2025. Discussions focused on careers in finance, study pathways and the place of women in the sector.

***→ For more information: Women in Finance school visits in February and March 2025***

Research also informed thinking on inequalities: Professor Loick Menvielle's article of 6 March 2025 analyses the barriers women encounter when using digital health tools.

***→ For more information: Women and digital health, article of 6 March 2025***

## PRODUCING KNOWLEDGE TO ADVANCE EQUALITY

Through the Diversity & Inclusion Chair, EDHEC contributes to knowledge on workplace gender equality, inclusive leadership, social diversity, mentoring and the prevention of gender-based and sexual violence. The Chair's research seeks to better understand the mechanisms underlying inequalities and support organisations in implementing more inclusive practices. This research helps disseminate knowledge and tools to promote equality between women and men in academia and the workplace.

***→ For more information: Diversity & Inclusion Chair***

# SDG 6 – CLEAN WATER AND SANITATION




The sixth Sustainable Development Goal seeks to ensure access to safe drinking water and sanitation while ensuring sustainable water resource management. Research, awareness-raising and responsible infrastructure management are important means of action for higher education institutions. EDHEC contributes through its academic research and initiatives across its campuses.

## CONSERVING WATER RESOURCES ON CAMPUS

EDHEC has adopted a responsible water management policy aimed at reducing consumption and preserving this essential resource. This approach forms part of a broader commitment to limiting the environmental footprint of its infrastructure, strengthening its resilience to climate change and promoting sustainable use of natural resources. In operating and renovating its campuses, the school incorporates equipment that enables better control of water use and reduces pressure on drinking water resources.

The Lille campus has a rainwater collection and storage system with a capacity of 24 $m^3$. Installing water-efficient equipment, such as automatic sensor taps and low-flush toilets, together with rainwater reuse, reduced water consumption by 16% on the Lille campus and 28% on the Nice campus between 2023 and 2025. The school also pays particular attention to detecting abnormal consumption and integrating water conservation into its building projects. In Lille, major works are underway to improve the campus's adaptation to extreme weather events, including an additional retention structure of approximately 1,000 $m^3$ to strengthen stormwater management and the site's resilience to floods with a 30-year return period.

***→ For more information: 2023 Sustainable Development and Social Responsibility Report, pages 26–28***

## PRODUCING KNOWLEDGE FOR SUSTAINABLE WATER MANAGEMENT

EDHEC contributes to SDG 6 through research on water resource infrastructure and the solidarity missions of the Global Impact Projects. In June 2025, the EDHEC Climate Institute published 'Reducing Infrastructure Climate Risk Through Technology Measures: Energy and Water Resources', a study by Rob Arnold, Conor Hubert and Nishtha Manocha examining decarbonisation and adaptation strategies for energy and water management infrastructure.

The analysis considers direct and indirect emissions and four categories of physical risk: floods, extreme winds, extreme heat and wildfires. It seeks to identify the most significant measures and assess their effectiveness across asset categories. Intended particularly for infrastructure owners and managers, this research provides knowledge to connect emissions reduction with climate resilience. It makes a major scientific contribution to investment and management decisions concerning water and energy.

***→ For more information: Arnold, Hubert and Manocha, Energy and Water Resources, June 2025***

## TAKING ACTION ON ACCESS TO WATER THROUGH STUDENT ENGAGEMENT

Through the Global Impact Projects, EDHEC students take part in water management and drinking water access projects in different regions of the world. They work with All Hands and Hearts in Mexico, the United States, the Philippines and Nepal; AGAPE Association and the Association Jeunesse Verte du Cameroon in Cameroon; SPJIMR in India; and Acted in Jordan. France Volontaires is also a partner in the scheme.

→ ***For more information: Global Impact Projects, review published on 22 May 2025***

On 19 March 2025, the agreement signed with France Volontaires strengthened the framework for these solidarity experiences, with support planned for identifying partners and preparing and supervising students.

→ ***For more information: Agreement with France Volontaires of 19 March 2025***

# SDG 7 – AFFORDABLE AND CLEAN ENERGY




*The seventh Sustainable Development Goal combines the energy transition with improvements in energy efficiency to promote access to reliable, sustainable and affordable energy for all. EDHEC contributes by transforming its campuses, reducing their energy needs and managing its greenhouse gas emissions. Through the Share & Care programme, the school is developing its learning and living spaces to combine comfort, energy sufficiency and environmental responsibility. Its research also supports businesses and public policymakers in developing clean energy and transitioning to a low-carbon economy.*

## INTEGRATING ENERGY PERFORMANCE FROM THE DESIGN STAGE

EDHEC embeds energy performance in its property policy. Its Sustainable Development and Social Responsibility Master Plan provides for environmental, social and energy criteria to be incorporated into all renovations from the design stage. It also sets an objective of aligning buildings with demanding European standards, using appropriate certifications and labels.

→ ***Read the building commitments in the Sustainable Development and Social Responsibility Master Plan***

This ambition is reflected in renovation and extension projects. In Lille, the programme designed by blaq Architectures secured BREEAM In-Use certification at 'Very Good' level — which assesses the environmental performance of buildings in operation, including energy consumption and management of water and resources — and EnerPHit certification — which certifies that a renovation meets the high energy performance requirements defined by the Passive House Institute. In Nice, the new building project on the Promenade des Anglais also aims to achieve BREEAM certification. These initiatives support the transformation of the School's estate and the creation of new teaching spaces.

→ ***Discover the Lille project's certification objectives***

→ ***Discover the new building project in Nice***

## RENOVATING BUILDINGS TO REDUCE THEIR ENERGY NEEDS

Improving existing buildings is a concrete means of advancing EDHEC's energy transition. In Nice, façade renovations reduced electricity consumption by 500,000 kWh per year. In Lille, the master plan projects annual savings of 600,000 kWh through renovation of the main building. These building envelope improvements combine greater comfort with lasting reductions in consumption.

→ ***Explore energy renovation actions and their expected savings***

The transformation of the Lille campus extends this commitment through the energy renovation of Building S and the reuse of the existing estate. Rather than multiplying new buildings, the project makes the most of the school's buildings and preserves the campus's wooded setting. Renovation and reuse of spaces therefore become complementary elements of the low-carbon strategy.

→ ***Discover the transformation of the Lille campus***

## IMPLEMENTING AN ENERGY SUFFICIENCY AND EFFICIENCY PLAN

EDHEC has set a target to reduce its energy consumption by 40% by 2030. Its plan combines optimised energy management, renovation and equipment modernisation. Campus energy consumption is monitored regularly to measure changes in use, identify deviations and adjust energy-saving actions. Energy audits and assessments also identify the main opportunities for savings, prioritise renovation works and estimate expected reductions in consumption and emissions.

In 2024, an energy audit was carried out for the Nice campus, while energy performance assessments (DPEs) were prepared for buildings on the Lille campus. This work provides a concrete basis for prioritising interventions, monitoring their effects over time and strengthening consistency between energy sufficiency, renovation and the low-carbon pathway.

***→ View the plan to reduce energy consumption***

## LIMITING UNNECESSARY CONSUMPTION DAY TO DAY

In Lille and Nice, replacing traditional lighting with LEDs and installing occupancy sensors help limit unnecessary consumption. These systems complement thermal renovations: they address everyday use while maintaining the quality of working and learning spaces.

***→ Discover campus lighting and energy-saving actions***

## MEASURING EMISSIONS AND MANAGING THE LOW-CARBON TRANSITION

EDHEC updates its carbon footprint every two years using the Bilan Carbone® methodology, developed by ADEME — the French Agency for Ecological Transition, a public body supporting the energy and environmental transition. The assessment covers direct emissions, energy-related emissions and other indirect emissions from activities on its French campuses: travel, procurement, catering, digital technology and waste. It identifies the main sources of emissions and guides reduction actions. Since its third assessment, the school has conducted this work independently using the WeCount platform.

***→ View the methodology and scope of the 2024–2025 carbon footprint assessment***

The low-carbon transition plan involves all the school's stakeholders. EDHEC is committed to achieving net zero for scopes 1 and 2 from the 2026–2027 academic year, prioritising emissions reductions at source and supporting certified sequestration projects for unavoidable residual emissions. It is also continuing to reduce scope 3 emissions, which represent most of its footprint. Regular measurement, the action plan and monitoring of results therefore structure a process of continuous improvement.

***→ Discover EDHEC's climate ambition and carbon footprint***

## USING ENERGY SOURCES THAT ARE *LOWER-CARBON*

Alongside energy sufficiency and efficiency measures on its campuses, EDHEC is addressing the origin of the energy it consumes. The school has a renewable electricity supply contract with its energy provider to reduce the carbon footprint associated with its electricity consumption. EDHEC has also connected its Lille campus to the Métropole Européenne de Lille

district heating network, providing access to a shared heat source that is more efficient and less emissions-intensive than individual installations.

## OPENING THE DEBATE ON THE ENERGY TRANSITION TO EVERYONE

Understanding energy choices is a first step towards participating in the transition. Through L'Agora, EDHEC's student forum, local residents can attend free public lectures on the Lille campus. On 4 February 2025, the event with Thomas-Olivier Léautier, Chief Economist at TotalEnergies, addressed diversification of energy sources, solar deployment, storage and emissions reduction. Available on video, this exchange extends access to the debate beyond those present on campus.

→ ***Discover the lecture on energy transition challenges***

→ ***Access L'Agora's free public lectures***

## PROMOTING RENEWABLE ENERGY BEYOND CAMPUS

EDHEC shares knowledge to support renewable energy development. Published in June 2025 by the EDHEC Climate Institute, 'Reducing Infrastructure Climate Risk Through Technology Measures: Renewable Power' analyses solutions for decarbonising renewable power infrastructure and strengthening its resilience. It informs owners' and operators' choices in response to floods, extreme winds, extreme heat and wildfires. This research helps identify the technologies and strategies needed for a sustainable energy transition.

→ ***Read the study on renewable power infrastructure***

## SUPPORTING BUSINESSES IN IMPROVING ENERGY EFFICIENCY

EDHEC combines research, foresight and collaborative workshops to help construction businesses transform their practices. Conducted with Arup, an international engineering and consultancy group specialising in the built environment, and industrial partners such as Somfy, the Future of Buildings programme brings professionals and students together around solutions for more sustainable buildings. In 2024, its hackathon brought together more than 155 students and ten industry professionals. These exchanges enable businesses to work on their challenges and explore new models for renovation, circularity and value creation.

→ ***Discover the Future of Buildings programme and its industry collaborations***

The May 2025 white paper 'Servitisation as a Key Lever to Accelerate Deep Retrofit', freely accessible online, provides professionals with tools to accelerate energy renovation. It presents models combining equipment, financing, maintenance and performance commitments to reduce barriers to investment. Workshop insights include those of Rabot Dutilleul, a construction company based in the Lille area, extending dialogue with the local business community.

→ ***Download the white paper on services and energy renovation***

Through ClimaTech, the EDHEC Climate Institute also develops decision support for infrastructure owners, operators and investors. The project compares decarbonisation and adaptation solutions for 101 asset subcategories, examining their effectiveness and costs. In particular, it helps identify energy efficiency measures and renewable energy options suited to the infrastructure concerned.

→ ***Explore the ClimaTech project's methods and applications***

## INFORMING PUBLIC POLICIES AND INTERNATIONAL STANDARDS

EDHEC contributes its expertise to international discussions on infrastructure decarbonisation. A scientific partner of the Blue Dot Network since 2023, the EDHEC Climate Institute contributes to discussions on sustainability, resilience and transparency standards. On 23 April 2025, Camille Angué, Director of the EDHEC Climate Institute, presented ClimaTech to the network's Executive Consultation Group during the OECD Infrastructure Forum. This presentation shared the technological decarbonisation and resilience strategies studied by the Institute to inform the development of certification criteria. The following day, Rémy Estran, Director of Scientific Climate Ratings (an EDHEC Venture), presented methods enabling investors and public policymakers to compare the costs of inaction with the benefits of resilience investments.

***→ Discover EDHEC's contributions to the OECD Forum and the Blue Dot Network***

EDHEC professors also contribute to thinking on policies for clean energy development. In the 'Handbook of Energy Policy', Professor Gianfranco Gianfrate co-authored a chapter on technological diversification in renewable mini-grid portfolios. This research analyses how to facilitate financing for electrification in remote and rural areas. It recommends creating conditions that encourage project diversification to improve their attractiveness to investors and support deployment of these energy solutions.

***→ Discover research on financing renewable mini-grids***

## SUPPORTING START-UPS IN THE LOW-CARBON ECONOMY

EDHEC supports low-carbon innovation through financing and entrepreneurial support. In 2025, Nepsis Energy received an investment of €250,000 from the GENERATIONS powered by EDHEC fund. Co-founded by Constantin Wolfrom, an EDHEC graduate, this start-up finances photovoltaic installations and offers solar panel leasing to businesses. The fund's support combines financing with access to the alumni network to help the company develop an offering that facilitates businesses' energy transition.

***→ Discover GENERATIONS' support for Nepsis Energy***

Incubation complements this commitment. EDHEC Entrepreneurs supports Zilo Energie, which develops residential rooftop solar installations through a subscription model covering their financing and management. This solution aims to facilitate households' access to local energy generation without an initial investment in equipment. More broadly, the incubator helps entrepreneurs integrate environmental, social and governance issues from the design stage of their projects. Training, prioritisation and co-development support this approach, complemented by openly accessible webinars, articles and tools.

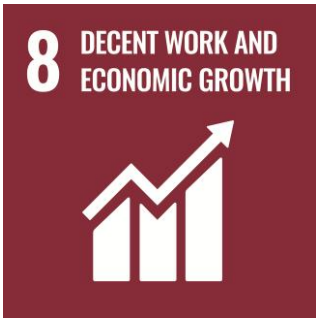
***→ Discover Zilo Energie, a start-up incubated by EDHEC Entrepreneurs***

***→ Explore support for responsible entrepreneurship***

## RAISING AWARENESS OF ENVIRONMENTALLY RESPONSIBLE PRACTICES AND ENERGY SUFFICIENCY WITHIN THE EDHEC COMMUNITY

EDHEC combines technical improvements with awareness-raising activities for students and staff. Campaigns promoting environmentally responsible practices encourage responsible energy use on campus: switching off lights, equipment and screens, and limiting digital consumption. Students also participate in campus energy-saving efforts. Through educational projects, induction workshops and hackathons, they can contribute to analysing consumption and designing energy-saving solutions adapted to campus use. The Future of Buildings programme illustrates this approach: its 2024 hackathon brought together more than 155 students and ten professionals to address sustainable building challenges.

# SDG 8 – DECENT WORK AND ECONOMIC GROWTH




*The eighth Sustainable Development Goal aims to eradicate indecent work and ensure protection for all workers. It promotes the development of training and employment opportunities for younger generations, together with skills development for sustainable jobs. EDHEC contributes through its commitments as an employer, preparing students for professional life and researching changes in work. Respect for rights, social dialogue and the quality of career pathways guide this action.*

## COMMITTING TO A LIVING WAGE

EDHEC affirms its commitment to ensuring a living wage for all administrative and teaching staff. In France, the School is covered by the national collective bargaining agreement for independent private education (CCN EPI), which sets minimum remuneration by category and grade. In 2025, the first level of the administrative and service staff pay scale provides remuneration above the gross monthly statutory minimum wage (SMIC) applicable over the same period. This collective framework supports the school's commitment to a living wage. Its pay policy is also subject to annual negotiations with staff representatives. More broadly, EDHEC pursues a remuneration policy that seeks to balance attractiveness, equity and recognition of staff commitment. The school enables staff to share in its collective performance through a performance-related profit-sharing scheme and offers several employee benefits supporting well-being and sustainable transitions, including a sustainable mobility allowance of €150 per year for eligible employees.

## ENSURING FREEDOM OF ASSOCIATION AND SOCIAL DIALOGUE

EDHEC recognises fundamental labour rights for all its employees, regardless of gender or nationality, including freedom of association, trade union freedom and collective bargaining. Everyone can join the union of their choice. The school organises annual collective and pay negotiations with staff representatives. This dialogue draws particularly on the Central Social and Economic Committee and its committees dedicated to workplace gender equality, health and safety, and training. Human resources and social partners monitor the school's commitments and discuss working conditions, remuneration and career pathways. The CCN EPI also governs the exercise of trade union rights, respecting everyone's freedom of association.

→ ***Read about social dialogue governance in the Gender Equality Plan***

## PREVENTING DISCRIMINATION IN THE WORKPLACE

EDHEC prohibits discriminatory conduct based on ethnicity, sex, nationality, religion, sexual orientation, age or disability. Its Code of Ethics commits the entire community to conduct that respects individuals and their dignity in all activities with which the school is associated.

→ ***Read EDHEC's Code of Ethics***

The Equity, Diversity and Inclusion Policy 2024–2028 applies to all employees. Led by human resources in collaboration with staff representative bodies, it includes training in non-

discriminatory recruitment and action to prevent gender-based and sexual violence. The Gender Equality Plan 2025–2028 details the measures and monitoring arrangements.

→ ***Discover the Gender Equality Plan's commitments and measures***

The institution also promotes the inclusion of people with disabilities through awareness-raising, individual support and workplace adjustments where necessary.

## REJECTING FORCED LABOUR AND ALL FORMS OF EXPLOITATION

EDHEC is committed to combating slavery, forced labour, human trafficking and child labour, in accordance with national obligations prohibiting these practices.

## PROTECTING ALL WORKERS

EDHEC extends its commitment to fundamental rights and equivalent working conditions to outsourced activities. Before and during the contractual relationship, it checks service providers' compliance with employment and social obligations. Its procurement and compliance procedures seek to prevent infringements of the rights of workers employed by providers with which it works. Respect for fundamental rights covers everyone contributing to the school's activities: permanent and fixed-term employees, administrative staff, faculty and researchers, sessional lecturers, and workers employed by subcontractors and service providers. These protective commitments apply regardless of gender or nationality, within the obligations specific to each employment relationship.

## PREVENTING AND CORRECTING PAY GAPS

EDHEC bases its pay policy on objective criteria and is committed to preventing and correcting gender pay gaps. An annual budget is dedicated to correcting these gaps. The action plan provides for an annual review of pay policy and involves human resources, management and staff representatives in monitoring workplace gender equality.

→ ***View pay equity measures and the action plan***

## MEASURING WORKPLACE GENDER EQUALITY EACH YEAR

EDHEC publishes its Gender Equality Index annually, achieving 91/100 in 2025. Monitoring covers pay gaps, individual pay increases, promotions, pay increases following maternity leave and representation among the ten highest-paid employees. It tracks progress and areas for improvement; a target of 98/100 has been set for 2028.

| | Points obtained | Maximum number of points for the indicator |
|---|---|---|
| Pay gap | 36 | 40 |
| Individual increase gap | 20 | 20 |
| Promotion gap | 15 | 15 |
| Percentage of employees receiving a raise after maternity leave | 15 | 15 |
| Number of employees of the under-represented gender in the top 10 highest earners | 5 | 10 |
| INDEX (out of 100 points) | 91 | 100 |

→ ***View the Gender Equality Plan's objectives for 2028***

## ENABLING EMPLOYEES TO EXERCISE THEIR RIGHTS

All administrative and teaching staff can appeal decisions concerning working conditions, appraisal, pay, careers or promotion. They can contact human resources and trade union representatives to exercise this right of appeal.

## SUPPORTING STAFF THROUGHOUT THEIR CAREERS

EDHEC supports disability-related needs through designated contacts and workplace adjustments. It also facilitates the integration of international staff, notably by translating contracts and HR communications. Remote working, performance-related profit sharing, sustainable mobility and access to sports facilities complement its commitments to quality of working life.

***→ Discover inclusion and quality of working life measures***

EDHEC promotes employment stability and secure career pathways. A large majority of staff are employed on long-term contracts, with average service of nine years. Each year, the school also converts fixed-term contracts into permanent contracts to strengthen employment security.

## DEVELOPING EMPLOYABILITY AND ACCESS TO QUALITY EMPLOYMENT

EDHEC actively prepares students for entry into employment by integrating professional experience throughout its programmes. Internships, company assignments, consulting projects, apprenticeships and international experiences are essential programme components. Support is strengthened by the Career Centre, which offers individual coaching, professional development workshops, mentoring, recruitment events and connections with an extensive network of partner companies. This approach enables students to acquire directly transferable skills applicable in the labour market and supports access to sustainable, quality employment.

Each year, the school offers more than 14,000 career interviews, nearly 200 professional training sessions and over 120 career events, in partnership with more than 350 French and international companies.

***→ Learn more about EDHEC's Career Centre***

## PRODUCING KNOWLEDGE FOR A MORE INCLUSIVE WORLD OF WORK

The Diversity & Inclusion Chair is a major contributor to EDHEC's work towards SDG 8. Since 2016, it has conducted research and awareness-raising activities on workplace gender equality, inclusive leadership, social diversity, mentoring, prevention of gender-based and sexual violence, and inclusion in business. This research aims to support organisations in creating fairer and more effective working environments.

***→ Learn more about the Diversity & Inclusion Chair***

Through its entrepreneurial ecosystem and expertise in innovation and entrepreneurship, EDHEC contributes to thinking on business creation, financing innovation and supporting entrepreneurs. EDHEC researchers examine the links between economic value creation, responsible governance, sustainable entrepreneurship and organisational performance. Through the Centre for Responsible Entrepreneurship, the School develops research to better

understand how businesses can combine competitiveness, innovation and a positive impact on society.

***→ Discover the Centre for Responsible Entrepreneurship***

Through the NewGen Talent Centre, EDHEC contributes to a better understanding of labour market transformations and the employability challenges facing organisations and talent. The Centre's research focuses on younger generations' expectations, employer attractiveness, employee engagement, changing skills and new career models. By producing knowledge and recommendations for businesses, it supports the adaptation of management practices and human resources policies to changes in the world of work.

***→ Learn more about the NewGen Talent Centre***

# SDG 9 – INDUSTRY, INNOVATION AND INFRASTRUCTURE




*The ninth Sustainable Development Goal encourages resilient infrastructure, more sustainable and inclusive industrialisation, and innovation. It promotes technology development, knowledge transfer to socioeconomic stakeholders, support for entrepreneurship and the creation of solutions addressing major environmental and economic challenges. EDHEC contributes through its innovation and research programmes and the renovation of its campuses.*

## ACCELERATING INNOVATION AND BUILDING TOMORROW'S ECONOMY

EDHEC actively contributes to an innovative, sustainable and resilient economy by promoting entrepreneurship, knowledge transfer and solutions to the major challenges of our time. From supporting start-ups and translating research into practical applications to financing innovative projects and developing sustainable infrastructure, the school mobilises its expertise to turn research into concrete impact for businesses, local communities and society.

Entrepreneurship is one of EDHEC's strategic pillars and a major means of contributing to SDG 9. Through EDHEC Entrepreneurs, the School has supported the creation and development of innovative businesses for more than 40 years. Its entrepreneurial ecosystem draws on several incubators and accelerator programmes in Lille, Paris and Sophia Antipolis, supporting projects at different stages of maturity.

To date, more than **1,200 entrepreneurs** have benefited from support from EDHEC Entrepreneurs, and more than **70 start-ups receive support each year**. Entrepreneurs have access to mentors, industry experts, investors, industrial partners and funding schemes to accelerate the development of their innovations.

***→ Learn more about EDHEC Entrepreneurs***

In Paris, the STATION F incubator hosts the Act For Impact programme, dedicated to start-ups developing solutions with an environmental or social impact. In Sophia Antipolis, the TechForward programme, run with EURECOM and Institut Mines-Télécom, supports DeepTech projects with high technological potential. The Jean Arnault Campus in Roubaix complements this ecosystem by providing entrepreneurs with spaces for incubation, collaboration and experimentation.

EDHEC Entrepreneurs' work is strengthened by the Centre for Responsible Entrepreneurship (CRE), which develops research and tools to integrate social, environmental and economic considerations from the project design stage. Its Responsible Entrepreneurship by Design (RED) methodology supports entrepreneurs in developing innovative and sustainable business models.

***→ Understand EDHEC's approach to responsible entrepreneurship***

EDHEC also supports the financing of innovation through the GENERATIONS powered by EDHEC investment fund. The school invested €10 million in creating this fund, dedicated to start-ups developing solutions in the environmental transition, health, inclusion and the sustainable economy. This scheme complements entrepreneurial support with direct financial assistance and helps translate innovation into concrete economic and societal impact.

***→ Discover GENERATIONS powered by EDHEC***

- More than 40 years of commitment to entrepreneurship.
- More than 1,200 entrepreneurs supported.
- More than 70 start-ups supported each year.
- 3 innovation hubs: Lille, Paris (STATION F) and Sophia Antipolis.
- €10 million invested in the GENERATIONS powered by EDHEC fund.

## EDHEC alumni start-ups

## DEVELOPING TOMORROW'S BUSINESS MODELS AND INFRASTRUCTURE

Through the ***Centre for Net Positive Business***, EDHEC develops research and innovation to accelerate businesses' transition towards business models compatible with planetary boundaries. The Centre explores the conditions enabling organisations to create economic, environmental and social value simultaneously, going beyond traditional approaches to reducing impacts. Its research focuses on the circular economy, regenerative business models, circular value chains, decarbonisation of economic activities and the means through which businesses can generate a net positive impact on ecosystems and local communities.

The Centre also studies tomorrow's infrastructure and buildings, analysing the transformations needed to design, finance, construct and operate environments that use fewer resources, are more resilient to climate risks and are better suited to sustainability challenges. This research helps develop new approaches to property, planning, resource efficiency and circularity in construction.

By bringing together academic research, businesses, entrepreneurs and public policymakers, the Centre for Net Positive Business contributes to developing and disseminating innovative solutions capable of accelerating the transformation of production and consumption systems. Its knowledge, methodologies and tools therefore contribute to a more circular, resilient and innovative economy, consistent with SDG 9 objectives for sustainable innovation, resilient infrastructure and responsible industrialisation.

***→ Learn more about the Centre for Net Positive Business***

## DEVELOPING INNOVATION IN PARTNERSHIP WITH BUSINESSES

EDHEC develops its research and innovation activities in collaboration with an extensive network of businesses, investors, entrepreneurs and public stakeholders. Through its research centres, entrepreneurship programmes and collaborative projects, the school promotes knowledge transfer to the real economy and experimentation with new solutions to environmental, technological and societal challenges. Partnerships with Ring Capital, EURECOM, Institut Mines-Télécom, Arup, Somfy and BNP Paribas help accelerate the development and deployment of innovations serving local communities and businesses.

## CREATING VENTURES AND TRANSLATING RESEARCH INTO PRACTICE

For several years, EDHEC has pursued a strategy to transform academic research into concrete innovations serving society and the economy.

This approach has led to the creation of several ventures emerging directly from the school's research ecosystem. In 2025, EDHEC launched Scientific Climate Ratings, an independent venture developed from the EDHEC Climate Institute's research. This initiative provides forward-looking ratings assessing the financial materiality of physical and transition climate risks for infrastructure, businesses, governments and investors.

→ ***Discover Scientific Climate Ratings***

→ ***Learn more about the EDHEC Climate Institute***

The tools developed by Scientific Climate Ratings already cover more than 6,000 infrastructure assets in 25 countries. They enable investors and asset managers to integrate climate risks into their decision-making processes and resilience strategies.

This translation of research into practice also draws on Scientific Climate Indices, which develops climate indices for investors, and on the EDHEC Infrastructure & Private Assets Research Institute, a leading research centre on financing, valuing and managing infrastructure and private assets. Together, these initiatives contribute to innovative methodologies and tools that promote capital allocation better aligned with sustainability and resilience challenges.

→ ***Discover Scientific Climate Indices***

→ ***Learn more about the EDHEC Infrastructure & Private Assets Research Institute***

## APPLIED RESEARCH SUPPORTING SUSTAINABLE AND RESILIENT INFRASTRUCTURE

EDHEC develops research programmes specifically dedicated to improving infrastructure resilience to climate challenges and the transition to a low-carbon economy.

Through the ClimaTech project led by the EDHEC Climate Institute, the School has built one of the world's most comprehensive knowledge bases on infrastructure decarbonisation and resilience strategies. It covers eight major infrastructure categories and 101 subcategories, including energy, transport, water, data, environmental services and social infrastructure.

These research findings provide public and private stakeholders with scientific knowledge and decision-support tools that strengthen infrastructure climate resilience and identify decarbonisation pathways adapted to different sectors.

→ ***Discover the ClimaTech project***

## INVESTING IN INNOVATIVE AND SUSTAINABLE TEACHING INFRASTRUCTURE

As part of its Générations 2050 strategic plan, EDHEC continues to transform its campuses to provide teaching infrastructure suited to new educational practices while strengthening environmental performance. In Lille, the School began a major campus renovation and modernisation programme in 2025, incorporating spaces for collaborative learning and improvements promoting the site's sustainability and resilience.

The Lille campus also achieved BREEAM In-Use certification at ‘Very Good’ level, recognising the quality of its environmental management and infrastructure.

***→ Learn more about our Lille campus***

In Nice, a property development project aims to increase campus capacity and provide new teaching spaces suited to evolving educational practices, while integrating high standards of environmental performance and sustainability.

***→ Learn more about the Lille campus works***

***→ Learn more about the Nice campus works***

# SDG 10 – REDUCED INEQUALITIES




*The tenth Sustainable Development Goal aims to reduce inequalities within and among countries by adopting policies and legislation to increase the incomes of the poorest and reduce pay inequalities based on sex, age, disability, social or ethnic background, or religion. EDHEC pursues this goal by developing schemes to make its programmes more accessible and support everyone's success, promoting diversity, inclusion and equal opportunities.*

## REDUCING INEQUALITIES AND PROMOTING EQUAL OPPORTUNITIES

EDHEC works to reduce inequalities by promoting access to higher education, combating discrimination and advancing equal opportunities for its entire community. Through its Equality, Diversity and Inclusion (EDI) policy, support for under-represented groups, disability initiatives and financial support for students, the school seeks to enable everyone to develop their potential regardless of social background, gender, nationality, disability or any other vulnerability.

The Equality, Diversity and Inclusion (EDI) policy provides a common framework for EDHEC's commitments to reducing inequalities. It applies from admissions procedures through programme delivery and graduation, incorporating the prevention of discrimination and harassment and disability support.

Since its creation, EDHEC has promoted a working and learning environment based on respect, equity and openness. Its Equality, Diversity and Inclusion Policy 2024–2028 formalises its commitments and actions. It applies to employees and, by extension, to their interactions with students, particularly during admissions and assessments.

This policy is part of the commitments made by EDHEC when signing the Diversity Charter promoted by Les Entreprises pour la Cité, and aligns with the United Nations Sustainable Development Goals. It combines non-discrimination training, equal opportunities, social dialogue and evaluation of progress.

***→ For more information: Gender Equality Plan***

***→ For more information: Diversity Charter • Les Entreprises pour la Cité***

### A CODE OF ETHICS FOR THE ENTIRE COMMUNITY

The Code of Ethics is addressed to Board members, management, faculty, administrative staff and students. Its principles cover academic and non-academic activities with which EDHEC is associated. It affirms respect for dignity and diversity, condemns harassment and rejects discriminatory behaviour.

***→ For more information: Code of Ethics • Scope and principles***

### GOVERNANCE AND CONTACTS

The Human Resources Department leads the EDI policy with staff representative bodies.

The Disability Committee monitors accessibility and support for employees with disabilities. The committees of the CSEC (Central Social and Economic Committee), a body representing employees, contribute to implementing and monitoring EDI commitments.

The Student Engagement and Diversity Department works with students alongside the Diversity and Student Life officers.

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### MONITORING AND CONSULTATION

An annual report is planned for the CSE (Social and Economic Committee), an employee representative body within companies in France, and senior management. CSEC meetings enable ongoing dialogue with social partners. Regular reviews incorporate feedback and regulatory developments.

## APPLYING THE EDI POLICY TO ADMISSIONS

In admissions, the EDI policy promotes equitable treatment and non-discrimination. It is accompanied by widening participation programmes designed to reduce barriers to access to education.

### A NON-DISCRIMINATORY ADMISSIONS POLICY AND AN ADMISSIONS PANEL CHARTER

A charter for admissions panel members governs admissions practices to ensure equitable treatment of applicants and respect for non-discrimination. Panel members commit to being attentive and respectful and to preventing bias in application assessments.

### MONITORING UNDER-REPRESENTED GROUPS

EDHEC monitors the gender balance within its programmes, with results presented in the Gender Equality Plan. In 2025, women represent 48.6% of students enrolled on pre-experience degree programmes.

EDHEC publishes a Gender Equality Index, known as the Pénicaud Index, scoring 91/100 for 2025. This indicator complements monitoring of the EDI policy.

| | Points obtained | Maximum number of points for the indicator |
|---|---|---|
| Pay gap | 36 | 40 |
| Individual increase gap | 20 | 20 |
| Promotion gap | 15 | 15 |
| Percentage of employees receiving a raise after maternity leave | 15 | 15 |
| Number of employees of the under-represented gender in the top 10 highest earners | 5 | 10 |
| INDEX (out of 100 points) | 91 | 100 |

***→ More information here: Working at EDHEC • Detailed Index results***

### PROGRAMMES PROMOTING ACCESS FOR UNDER-REPRESENTED GROUPS

EDHEC tackles self-limiting aspirations by mobilising its students, professors and partners to support young people with educational guidance and preparation for higher education.

EDHEC Talents Lycées supports secondary school grant holders in the Lille metropolitan area with educational guidance, discovering a Grande École and cultural experiences.

EDHEC Talents Prépas offers individual support to grant holders in preparatory classes (CPGE) to prepare for business school entrance examinations and oral assessments.

Ascension EDHEC, in partnership with Empower College, prepares grant holders studying for a BTS qualification to enter a Grande École business school.

Cordées de la Réussite supports lower and upper secondary school pupils with student volunteers in Lille and Nice. EDHEC leads the 'Objectif Réussite' and 'Égalité des Chances pour l'Enseignement Supérieur' initiatives.

Aréli's Émergence programme combines mentoring and scholarships to help young people from low-income backgrounds continue their studies. EDHEC awards selected young people a tuition fee reduction for their programme.

Entretiens de l'Excellence enables young people hosted by the school to meet professionals and make informed educational choices.

→ ***For more information: Equal opportunities • Access schemes***

## REMOVING FINANCIAL BARRIERS TO EDUCATION

EDHEC works to reduce economic inequalities that may restrict access to higher education. Through EDHEC For All, supported by EDHEC Foundation, the School implements an ambitious financial aid policy to enable all deserving students to access its programmes regardless of socioeconomic circumstances. In 2025, €14 million was mobilised in scholarships, loans and exceptional assistance.

For students entering the EDHEC International BBA and Grande École – Master in Management programmes, tuition fee reductions can reach 100% for CROUS grant holders at level 7 and 75% for those at level 6, subject to eligibility conditions. EDHEC also offers schemes for students whose tax household is abroad, together with emergency assistance and interest-free loans to prevent students from dropping out.

By complementing national schemes and assistance from its partners and foundations, the school helps reduce inequalities in access to higher education and promote social diversity within its student community.

→ ***For more information: EDHEC For All***
→ ***For more information: Financial aid and scholarships***

## THE POLICY AGAINST DISCRIMINATION

The EDI policy and Code of Ethics provide the framework for combating discrimination at EDHEC. The Code of Ethics requires conduct respectful of the entire community and prohibits discriminatory, offensive or degrading behaviour.

EDHEC works every day to promote respect for everyone within its student community. This commitment is based on zero tolerance of all forms of violence, including harassment and discrimination. These actions demonstrate a strong commitment to equality, inclusion and diversity. They help change attitudes, combat all forms of discrimination, particularly those linked to gender, sexual orientation, disability, social background, origins or religion, and build a more equal environment for the entire EDHEC community.

In admissions, these commitments are reflected in the admissions panel charter. In staff and faculty recruitment, they are implemented through the recruitment charter. Training and listening and reporting services support their application in School life.

→ ***For more information: Respect for Others | EDHEC, Code of Ethics • Respect and tolerance, page 9***

## THE POLICY ON PREVENTING AND COMBATING HARASSMENT

In line with its Respect for Others policy, EDHEC applies zero tolerance to gender-based and sexual violence and harassment. The Code of Ethics condemns harassment across the entire community.

***→ Learn more about the Respect for Others policy.***

### FOR STUDENTS:

Activities for students are organised around three priorities.

### Raising awareness

The 'Agir et en finir' scheme raises awareness of gender-based and sexual violence among first-year students across all the school's programmes.

Internal communication campaigns provide information on psychological support, Student Sentinels and the reporting platform. The launch of a poster campaign design competition engages students with these issues.

### Prevention

Student Sentinels, trained volunteers, listen to and refer victims or witnesses of violence and discrimination within a confidential framework.

Student association presidents and general secretaries are trained when taking office in preventing gender-based and sexual violence and combating racism and discrimination. Each association has a social responsibility contact.

### Intervention and support

An anonymous, multilingual platform enables students to report harassment, gender-based and sexual violence or discrimination. Student Life handles reports with support from legal experts to ensure listening, assistance and follow-up.

A psychologist specialising in gender-based and sexual violence and other forms of violence offers consultations in several languages across the campuses.

### The contacts involved

The Student Engagement and Diversity Department and the Diversity and Student Life officers are students' main contacts. The Student Life team, Student Sentinels, psychologist and legal experts contribute to support according to their respective roles.

### FOR FACULTY AND ADMINISTRATIVE STAFF:

EDHEC has always placed staff well-being at the heart of its organisation. The Quality of Working Life and Working Conditions (QVCT) agreement signed in 2025 formalises and strengthens this culture, in line with its 'Générations 2050' strategic plan.

Under this agreement, EDHEC introduced four compulsory training modules for new staff induction, aimed at strengthening our institutional culture and ensuring a respectful working environment for everyone. One module specifically addresses gender-based and sexual violence, a central issue in our commitment to a healthy, inclusive workplace.

The team of gender-based and sexual violence contacts comprises two Human Resources Department members and three staff representatives. In addition, the Diversity & Inclusion Chair offers an awareness-raising workshop on gender-based and sexual violence and another

on domestic violence, open to students and all EDHEC staff. Several sessions are offered throughout the year.

## THE DISABILITY POLICY AND ADJUSTMENTS

The EDI policy is implemented through support for people with disabilities, with dedicated services, individual needs assessments and study or workplace adjustments.

EDHEC supports students with disabilities throughout their studies.

EDHEC seeks to go beyond the requirements of France's 2005 Disability Act. The school aims to help all students, faculty and EDHEC teams understand the issues faced by people with disabilities.

### FOR EDHEC TEAMS:

Teams are made aware of students' disability-related needs and difficulties. If a professor wishes to support a student or has questions about support methods, they can contact the disability team to discuss them.

### FOR STUDENTS:

The disability team supports every student who has requested adjustments. Each request is considered individually. An additional third of the examination time, enlarged examination papers and computer loans are examples of adjustments already provided.

The disability team also liaises with other services to provide the best possible support throughout students' studies: Career Centre, Registrar, Academic Administration and others.

Each year, 'Handi Day' gives students a practical understanding of disability issues. During this event, EDHEC hosts companies presenting the awareness-raising, welcoming and support tools used within their organisations.

Through student association projects and first-year BBA Sustainable Impact Projects (SIPs), many students support diversity by including disability as a theme in their activities.

The ***EDHEC Diversity & Inclusion Chair*** undertakes awareness-raising and research activities to better support students and businesses and strengthen the school's commitment to disability.

The Career Centre also has disability contacts who liaise between companies and students with disabilities to facilitate communication of specific needs and the implementation of any adjustments during internships.

***→ Learn more about EDHEC's disability policy***

## Accessible buildings and housing

The Lille and Nice campuses are accessible to people with reduced mobility and visual impairments. In Lille, the campus residence offers housing adapted for people with reduced mobility. It gives priority to international students, students under 18 and students with disabilities. **Accessibility is also integrated into the Lille campus renovation and extension project.** EDHEC plans level access to the future L'Agora building, ramps and manoeuvring spaces to facilitate wheelchair movement. It also plans appropriate signage, contrasting visual markings on glazing and lighting along pathways to help people with visual impairments navigate safely. The project includes adapted counters in the food court, replacement lifts and additional accessible toilets. These measures aim to facilitate access to dining, working and communal spaces.

## Support services and designated contacts

The disability team liaises with Academic Administration, the Registrar and the Career Centre.

**Contact**

**Line Peters**
Chargée de mission Vie Etudiante et Diversité & Référente Handicap
esh@edhec.edu

**Vanessa Vigier**
Chargée de mission Vie Etudiante et Diversité & Référente Handicap
esh@edhec.edu

The Career Centre also has a contact on each campus who facilitates discussions with companies about specific needs and any adjustments required during professional experience.

## An access programme based on targeted support

Students can request adjustments through the school's dedicated platform and then make an appointment with the designated doctor. Needs are assessed individually to consider possible adjustments with the teams concerned.

## Reasonable accommodation for studies

Depending on assessed needs, measures are adapted individually, for example additional assessment time, enlarged examination papers or a computer loan. This approach aims to enable students to study and take examinations in conditions suited to their circumstances.

***→ Learn more about request procedures and support.***

### SUPPORTING EMPLOYEES WITH DISABILITIES

EDHEC has always placed staff well-being at the heart of its organisation. The Quality of Working Life and Working Conditions (QVCT) agreement signed in 2025 formalises and strengthens this culture, in line with its 'Génération 2050' strategic plan.

Under this agreement, EDHEC renewed its disability awareness campaign in 2025. It also signed a partnership with the Programme National de Sensibilisation à l'Intégration des Personnes en situation de Handicap, which provides a telephone helpline to answer employees' questions confidentially.

Support is provided for employees with disabilities from recruitment and throughout their careers:

- Support in obtaining recognised disabled worker status, with France Inclusion Handicap.
- Staff with recognised disabled worker status (RQTH) are granted one day of leave, divisible into two half-days, to facilitate medical appointments.
- Individual workplace adjustments.
- A disability contact on each campus.

## Those involved in the scheme

Employees with disabilities can receive support from the Human Resources Department, Disability Committee, disability contacts and partner France Inclusion Handicap (a dedicated service supporting staff RQTH procedures).

# CROSS-CUTTING MEASURES SUPPORTING THE EDI POLICY

## FAIR RECRUITMENT OF STAFF AND FACULTY

EDHEC Business School has introduced a recruitment charter to ensure ethical, transparent and fair recruitment practices compliant with French labour law.

This charter is framed by:

- the principles of non-discrimination and workplace equality in the Labour Code and the collective bargaining agreement for independent private education
- EDHEC's commitments to quality of working life and working conditions (QVCT), promoting staff well-being and engagement

It aims to structure and harmonise recruitment practices across all EDHEC establishments.

EDHEC follows fundamental recruitment principles:

- The principle of non-discrimination:

Under legal and collective bargaining provisions, no applicant may be excluded from recruitment on non-professional grounds. EDHEC commits to basing decisions exclusively on:

- skills,
- experience,
- professional abilities,
- potential for development.
- The principle of equal treatment

All applicants are assessed using objective, identical and transparent criteria. Particular attention is paid to:

- workplace equality between women and men;
- preventing recruitment bias.

EDHEC is also committed to quality of working life, diversity and inclusion:

EDHEC integrates quality of working life into recruitment practices to:

- promote a healthy, balanced working environment;
- support staff retention and engagement

EDHEC commits in particular to:

- promoting diverse profiles;
- promoting the inclusion of people with disabilities;
- considering specific individual circumstances (carers, recognised disabled worker status, etc.)

## MENTORING AND SUPPORT FOR UNDER-REPRESENTED GROUPS

EDHEC is fully committed to tackling self-limiting aspirations and supports many secondary and higher education students through the involvement of its student volunteers, professors and partners.

Encouraging ambition, revealing opportunities for achievement and careers, and mentoring those who need it: EDHEC offers various schemes enabling lower and upper secondary school pupils and students to discover higher education and the business school ecosystem:

- EDHEC Talents: EDHEC Talents is the school's flagship equal opportunities scheme. It comprises three support programmes for young people eligible for grants:
- EDHEC Talents Lycées: A scheme for secondary school grant holders in the Lille metropolitan area, guiding their academic and career choices, introducing the Grande École business school ecosystem and broadening cultural horizons.
- EDHEC Talents Prépas: An individual support programme adapted to the pace of preparatory classes. It supports grant holders preparing for Grande École entrance examinations and oral admissions assessments at French business schools.
- Ascension EDHEC: A scheme in partnership with Empower College, a post-secondary institution aiming to restore social mobility by preparing BTS grant holders to enter Grande École business schools upon completing their qualification.
- Cordées de la Réussite: Jointly led by the ministries responsible for school and higher education, this scheme supports pupils with educational guidance from quatrième (the second year of lower secondary school) to terminale (the final year of upper secondary school). Its aim is to introduce greater social equity into access to higher education. EDHEC has partnered with Cordées de la Réussite for 15 years. Our School leads 'La Cordée de l'EDHEC: Objectif Réussite' in Lille and 'Égalité des Chances pour l'Enseignement Supérieur' in Nice. Each year, student volunteers therefore support lower and upper secondary school pupils.
- Aréli: EDHEC participates in partner Aréli's Émergence programme, which enables talented young people from low-income backgrounds in Hauts-de-France to pursue their chosen studies and build careers matching their potential and ambition. Through mentoring and scholarships, Aréli helps preparatory class students enter EDHEC. EDHEC then provides financial assistance to selected young people by reducing tuition fees for their entire programme.
- Entretiens de l'Excellence: Each year, EDHEC hosts the Tournée de l'Excellence, a major event organised by Entretiens de l'Excellence, an association partnering with the national education system, enabling young people to meet professionals with inspiring careers. The aim is to guide participating pupils in their initial educational choices.

In 2024–2025, 321 secondary school pupils and higher education students received support and 148 student tutors participated. The programmes presented in the admissions section combine educational guidance, tutoring and mentoring, notably with Aréli.

In 2025, €14 million in assistance was mobilised through scholarships, loans and emergency aid. EDHEC For All, supported by EDHEC Foundation, contributes to financing studies. Exceptional assistance is reviewed individually by a monthly committee.

Partnerships with foundations complement these schemes.

## Partnerships with foundations:

- Bourse de l'Espoir: This scheme enables students from low-income backgrounds to continue studying and develop their career plans by providing financial support at a key stage. EDHEC commits to matching the Bourse de l'Espoir funding. Under the partnership between Fondation de Lille and EDHEC Business School, a scholarship of €500–€2,000 is awarded to students selected by the foundation.
- Jacques Lambert Scholarship: Fondation Jacques Lambert, hosted by Fondation de France, awards scholarships to students admitted to the first year of business school, selected on academic and social criteria. This assistance supports particularly motivated young people facing material difficulties in continuing their studies.

***→ For more information: Equal opportunities • Access schemes – At EDHEC, equal opportunities take shape through extensive financial and personal support | EDHEC***

## Scholarships for students in foreign tax households and for women

EDHEC offers assistance tailored to students unable to receive CROUS grants because they belong to a tax household abroad. In the Grande École programme, eligible students can apply for a means-tested scholarship according to their family income quotient and the conditions applicable to their pathway. The school also offers scholarships for women, including the Women in Finance and Data Science Scholarship and Women in Business Scholarship for the relevant Master's programmes. These awards help reduce financial barriers and promote diverse profiles in education and professional careers.

## Support adapted to staff circumstances

As part of its EDI policy and Quality of Working Life and Working Conditions (QVCT) agreement, EDHEC supports staff with disabilities and carers. Employees with recognised disabled worker status (RQTH) have one day of leave annually, divisible into two half-days, for disability-related medical appointments. Staff who are carers also receive one day annually, divisible into two half-days, to accompany a relative to a medical appointment, subject to the required supporting documents. A solidarity scheme for donating working time reduction (RTT) leave also enables support for a seriously ill relative: each employee can anonymously donate up to five days per year, and a recipient can receive up to 30 working days after using their annual leave, RTT leave and days held in their time savings account. This targeted assistance is complemented by collective prevention and well-being measures: posture and movement contacts at each site, seated massages twice a year, first-aid training on request, manager awareness-raising on social responsibility, quality of working life and psychosocial risks, and a charter for good meeting practices.

### MONITORING WORKPLACE GENDER EQUALITY

EDHEC publishes a Gender Equality Index, known as the Pénicaud Index, scoring 91/100 for 2025. This indicator complements monitoring of the EDI policy.

| | Points obtained | Maximum number of points for the indicator |
|---|---|---|
| Pay gap | 36 | 40 |
| Individual increase gap | 20 | 20 |
| Promotion gap | 15 | 15 |
| Percentage of employees receiving a raise after maternity leave | 15 | 15 |
| Number of employees of the under-represented gender in the top 10 highest earners | 5 | 10 |
| INDEX (out of 100 points) | 91 | 100 |

***→ More information here: Working at EDHEC • Detailed Index results***

# SDG 11 – SUSTAINABLE CITIES AND COMMUNITIES




*The eleventh Sustainable Development Goal seeks to make cities and communities more inclusive, resilient and sustainable. EDHEC contributes through the transformation of its historic Roubaix campus. The programme aims to adapt spaces to educational uses and communal life while respecting the site's history and biodiversity. It also provides for energy renovation and forms part of the school's low-carbon strategy.*

***→ For more information: Lille campus project, press release of 27 February 2025***

Thinking on local development has also been informed by the Centre for Net Positive Business. The programme of The Cities of Tomorrow conference, scheduled in London on 2 December 2025, focused on business models capable of accelerating the transition towards regenerative cities. Run with EDHEC Alumni UK as part of a programme partnering with the French Embassy and France Alumni, the event planned to combine perspectives from a company, a public authority, an investor and a start-up. Proposed case studies covered urban cooling and low-carbon transport in particular.

***→ For more information: The Cities of Tomorrow, programme for 2 December 2025***

Local engagement is also reflected in campus events. During Sustainability Week in January 2025, a responsible entrepreneurship forum brought together businesses and start-ups from the Métropole Européenne de Lille and Paris. The event gave a platform to organisations committed to inclusion, sustainable food and environmental issues, in connection with students and staff.

***→ More information: Sustainability Week, 20–24 January 2025, review published on 29 January***

Cultural contributions draw on the school's student association network: participation in the Lille European Film Festival organised by Prix de Court, Music'All's musicals and the Le Chti guide to Greater Lille.

***→ More information: The spirit of discovery and student association experience, 19 June 2024***

# SDG 12 – RESPONSIBLE CONSUMPTION AND PRODUCTION




*The twelfth Sustainable Development Goal aims to establish sustainable consumption and production patterns. It encourages efficient use of natural resources, waste reduction, responsible procurement, limits on single-use products and integration of environmental and social criteria into supply chains. EDHEC implements these principles through campus management, teaching and awareness-raising activities.*

## REDUCING WASTE AND PROMOTING THE CIRCULAR ECONOMY

EDHEC has adopted a Circularity and Waste Management Policy 2024–2028, aligned with its Sustainable Development and Social Responsibility Master Plan and Générations 2050 strategic plan. This policy follows the principles of a zero-waste campus: refuse, reduce, reuse, recycle and compost. It aims to reduce resource consumption, limit waste generation at source and develop a circular approach across all campuses.

The school has set several objectives for 2028, including a 40% reduction in unrecovered non-hazardous business waste (DIB), achieving a 50% recycling rate, eliminating plastic bottles and single-use coffee cups on campus, and developing dedicated recovery streams for organic waste, electronic equipment, batteries and cigarette butts. This approach relies on dedicated governance, waste contacts on each campus and regular monitoring of performance indicators.

EDHEC's circularity policy pays particular attention to reducing single-use waste and changing consumption behaviour. The school is progressively introducing solutions favouring reusable alternatives, including water bottles, mugs and personal containers. Plastic bottles are being phased out of internal events.

This approach includes awareness-raising for students, staff and service providers and collaboration with catering services to limit disposable packaging and promote more sustainable solutions. The school also develops repair workshops, solidarity collections and reuse initiatives to extend equipment lifespans and reduce consumption of virgin resources.

## RAISING AWARENESS OF RESPONSIBLE CONSUMPTION PATTERNS

Implementation of the circularity policy is accompanied by regular awareness-raising for students and staff. Waste sorting, reducing single-use plastic, reuse, sustainable food and resource sufficiency are addressed through information campaigns, workshops and campus events to encourage changes in consumption behaviour.

This approach also draws on partnerships with committed social and solidarity economy organisations. EDHEC works with Lemon Tri, a social enterprise specialising in recycling and waste recovery, to improve campus sorting practices and contribute to local collection and recovery streams. By combining awareness-raising, user support and the structuring of

treatment streams, these partnerships strengthen the local roots of the school's responsible consumption approach.

## INTEGRATING CIRCULAR ECONOMY PRINCIPLES INTO BUILDING PROJECTS

EDHEC applies circular economy principles to its building projects. Transformation of the Lille campus prioritises renovating and making use of the existing estate rather than demolition and reconstruction wherever possible. This approach helps reduce raw material consumption, limit construction waste and decrease the environmental footprint of works.

## DEVELOPING RESPONSIBLE PROCUREMENT AND ENGAGING THE VALUE CHAIN

EDHEC has formalised a responsible procurement policy integrating environmental, social and ethical considerations into all procurement processes. This approach encourages consideration of the whole-life cost of products and services and suppliers' environmental, social and governance performance.

Sustainability criteria are integrated into tendering and purchasing decisions to favour solutions that limit environmental impacts, support responsible social practices and contribute to a more sustainable economy.

This policy includes enhanced dialogue with suppliers and service providers. Responsible consumption principles are therefore considered in catering, services and building renovation, IT equipment, events and, more broadly, all purchases of goods and services. This approach is formalised through a responsible procurement charter setting expectations for ethics, respect for human rights, reducing environmental impacts and regulatory compliance.

***→ Read the responsible procurement policy***

## PRODUCING KNOWLEDGE FOR A CIRCULAR AND REGENERATIVE ECONOMY

Through the Centre for Net Positive Business, EDHEC develops research on transforming production and consumption patterns. The Centre explores regenerative business models, the circular economy, sustainable value chains, resource sufficiency and the means enabling businesses to generate positive environmental and societal impacts. By bringing together researchers, businesses, entrepreneurs and public policymakers, it contributes knowledge, tools and methods that promote more efficient resource use and a transition towards business models compatible with planetary boundaries. This research directly supports SDG 12 objectives by encouraging more responsible consumption and production practices.

***→ For more information: Centre for Net Positive Business***

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# SDG 13 – CLIMATE ACTION




*The thirteenth Sustainable Development Goal calls for urgent action to combat climate change and its impacts. It combines climate change mitigation, adaptation, resilience and climate education. EDHEC contributes through its climate strategy, the development of tools and knowledge, educating future decision-makers and community initiatives to reduce its own environmental footprint.*

## TAKING CLIMATE ACTION THROUGH RESEARCH, EDUCATION AND TRANSFORMATION OF ACTIVITIES

EDHEC contributes to combating climate change by mobilising research, teaching, its property estate and governance. Through its low-carbon transition plan, EDHEC Climate Institute research, integration of climate issues into programmes and awareness-raising activities, the school works both to reduce its environmental footprint and to support organisations and local communities in adapting to climate change.

## PRODUCING KNOWLEDGE TO ACCELERATE CLIMATE ACTION

Through the EDHEC Climate Institute, the School develops research on economic decarbonisation, climate risk assessment, sustainable finance, infrastructure resilience and adaptation to the consequences of climate change. The Institute's research informs the strategies of investors, businesses, financial institutions, international organisations and public policymakers. It has led to the ClimaTech database, analysing more than 100 infrastructure decarbonisation and resilience strategies, and to Scientific Climate Ratings, a venture specialising in assessing physical and transition climate risks.

***→ For more information: EDHEC Climate Institute***

## LOCAL CLIMATE EDUCATION PROGRAMMES

**EDHEC integrates ecological and climate transition issues into its programmes.** All students take compulsory teaching on climate and environmental issues to acquire a common foundation of knowledge on climate change, planetary boundaries, biodiversity and major transitions within organisations and society. This teaching is complemented by other awareness-raising activities: lectures, Fresque des Nouveaux Récits and 2tonnes workshops, which help participants understand climate change mechanisms, explore ways to reduce greenhouse gas emissions and identify the transformations needed individually and collectively.

EDHEC uses its campuses as places for **climate change education** and knowledge sharing. From **20 to 24 January 2025**, the second **Sustainability Week** brought together initiatives on the **Lille, Nice and Paris** campuses, with student associations. Intended for students and staff, the programme included climate change awareness workshops. Nicolas Schneider gave a presentation on climate data and the economic consequences of physical risks.

***→ For more information: Sustainability Week***

On the occasion of **the Year of the Sea in Nice** and the **United Nations Ocean Conference (UNOC)**, EDHEC co-organised Adaptation Days 2025 with the European Investment Bank (EIB) and European Commission.

**EDHEC** and **EDHEC Alumni** invited experts, entrepreneurs and citizens to a series of high-impact events contributing to global discussions on **ocean conservation** and **climate change adaptation**. Topics included **coastal climate vulnerability**, **coastal resilience** and **adaptation financing**.

These events included:

- The **coastal resilience** conference on 5 and 6 June 2025, organised by the European Investment Bank (EIB) and European Commission in partnership with the EDHEC Climate Institute. During the conference, Nicolas Schneider, a researcher at the Institute, highlighted the importance of data availability for measuring climate vulnerability and the cost of inaction. Anthony Schrapffer, Scientific Director of the EDHEC Climate Institute, presented a mapping of climate risks affecting coastal infrastructure.
- **The Ocean Impact Forum** on 10 June 2025 at EDHEC's Nice campus. Its programme brought together business and environmental leaders, NGO representatives, start-up founders, elected representatives from coastal cities and emerging talent to explore new synergies between impact and business.

***→ For more information: EDHEC Co-Hosts Adaptation Days 2025 with EIB and European Commission During UN Ocean Conference | EDHEC Climate Institute***

## CLIMATE ACTION PLAN

To contribute to the Paris Agreement objectives and European climate ambitions, EDHEC is implementing an ambitious greenhouse gas emissions reduction pathway. The school commits to achieving net zero for scopes 1 and 2 from the 2026–2027 academic year. This ambition relies primarily on emissions reductions at source, complemented by support for certified carbon sequestration projects for unavoidable residual emissions. In parallel, EDHEC continues to reduce scope 3 emissions, which account for the largest share of its carbon footprint, through the development and implementation of a low-carbon transition plan involving all stakeholders.

This framework combines carbon footprint measurement, emissions reduction and community engagement; it provides for carbon footprint assessments every two years to monitor change and adjust actions.

A climate plan was updated in June 2025 and includes a carbon reduction pathway covering energy, procurement of goods and services, student academic mobility, student and staff commuting, and staff business travel.



**Energy**: actions include renovating the Lille and Nice campuses, installing energy consumption control systems and an awareness campaign on environmentally responsible practices relating to lighting and energy and digital sufficiency.

**Procurement of goods and services**: actions include collecting suppliers' annual quantitative data, monitoring the responsible procurement policy, introducing one vegetarian day per week on each campus, reducing purchases of promotional items and choosing responsible products.

**Academic mobility**: an academic mobility plan has been introduced to refocus certain exchanges, particularly short stays, on European destinations to prioritise low-carbon transport. A mobility voucher has also been introduced to reward students using low-carbon transport throughout their mobility period. An awareness campaign also informed students about low-carbon alternatives.

**Commuting**: measures encourage staff and students to use low-impact and active transport: dedicated car-sharing spaces, electric vehicle parking with free charging for students and staff, and expanded covered bicycle parking, approximately 200 spaces in Lille, some equipped with solar panels. Initiatives include refresher cycling and road safety sessions, bicycle repair workshops, long-term bicycle hire, sustainable mobility trial days and mobility challenges.

**Staff business travel**: a responsible travel charter was developed in September 2025 to formalise rules already applied, including prioritising low-carbon alternatives. A communication campaign was also created on the impacts of this travel and the promotion of good practices.

## FOCUS ON THE LILLE CAMPUS RENOVATION:

To limit the environmental footprint of its infrastructure and promote responsible use of natural resources, EDHEC began renovating its Lille campus in 2025.

In late 2025, EDHEC's Lille campus achieved **BREEAM In-Use – Asset Performance** certification, **at 'Very Good' level**.

An international framework for assessing the sustainability of existing buildings, BREEAM In-Use evaluates building and equipment characteristics across several complementary dimensions:

- **Resilience to heavy rainfall**: On the Lille campus, EDHEC is committed to substantial works to adapt to floods with a 30-year return period by creating an additional retention structure of approximately 1,000 $m^3$.
- **Mobility**: dedicated car-sharing spaces, electric vehicle parking with free charging for students and staff, expanded covered bicycle parking, approximately 200 spaces in Lille, some equipped with solar panels
- **Energy:** EDHEC is committed to making its campuses exemplary in energy sufficiency and efficiency. This ambition involves continuous optimisation of building management to reduce energy consumption while preserving students' and staff quality of life. Works include improving building energy performance, modernising technical systems (heating, ventilation and lighting) and transitioning towards lower-carbon energy sources, such as connection to district heating in 2019 and 100% decarbonised electricity contracts across all campuses. These actions directly contribute to the operational efficiency of the property estate and reduce the school's environmental footprint, saving 37% of energy used between 2023 and 2025 on a like-for-like basis
- **Water:** EDHEC is committed to optimising water management across all campuses to strengthen their resilience to climate change and preserve increasingly scarce water

resources. This approach forms part of a broader commitment to limiting infrastructure's environmental footprint and promoting responsible use of natural resources. The Lille campus has a 24 $m^3$ rainwater collection structure. Installations including sensor taps and water-saving toilets, together with rainwater reuse, saved 16% of water on the Lille campus and 28% on the Nice campus between 2023 and 2025.

- **Resources and waste:** harmonised waste sorting across the three campuses, an additional compost bin and monitoring of polluting waste.
- **Biodiversity and pollution prevention:** EDHEC is actively committed to preserving biodiversity through a dedicated campus strategy. Tree surveys are regularly undertaken to maintain and enrich natural spaces on the Lille campus. Specific measures have also been introduced with the Ligue pour la Protection des Oiseaux (LPO) to accommodate and protect many species: bats, squirrels, sparrows, bees and ladybirds. Nesting boxes, shelters, hedgehog passages and insect hotels are now found throughout the campus. These initiatives strengthen the site's ecological network and raise awareness within the EDHEC community of harmonious coexistence with living organisms.

This certification marks a milestone in improving the Lille campus's environmental performance.

## COOPERATIVE PLANNING FOR CLIMATE-RELATED DISASTERS

EDHEC integrates climate change risks into its overall risk management framework. The institution's risk register considers climate hazards that may affect activities, infrastructure and community safety, such as heatwaves, floods and extreme weather events. This approach identifies vulnerabilities, defines prevention and adaptation measures and integrates these issues into operational planning. It is complemented by campus resilience actions, particularly in water management, energy performance and infrastructure adaptation to climate change impacts.

EDHEC also publishes its greenhouse gas emissions assessment (Bilan GES) online on the national platform of ADEME, the public body responsible for the ecological transition. This publication makes information on EDHEC's carbon footprint and its climate mitigation and climate risk management actions publicly accessible.

***→ For more information: Institution profile – Publication form – Greenhouse gas emissions assessments***

## INFORMING AND SUPPORTING GOVERNMENT

Through its Climate Regulation and Policies programme, the EDHEC Climate Institute analyses regulations and standards governing the consideration of climate risks and formulates recommendations to support climate change mitigation and adaptation. In 2025, EDHEC researcher Frédéric Ducoulombier published two papers: one in April on the credibility of carbon neutrality targets and proposed developments in the SBTi standard; the other in September on measuring the carbon footprint of final demand, incorporating household consumption, investment and public expenditure. This research helps inform public and private actors' decisions on emissions reduction and transition towards a low-carbon, resilient economy.

***→ Learn more: Climate Regulation and Policies | EDHEC Climate Institute***

In June 2025, EDHEC launched **Scientific Climate Ratings**, an independent venture emerging from the EDHEC Climate Institute's research, translating climate research into tools for

assessing physical and transition risks. Its data and analyses are intended particularly for public institutions. Its offering for local authorities, regulators and development banks aims to inform climate resilience planning, prioritisation of adaptation investments and assessment of infrastructure risks. This initiative helps make scientific knowledge usable in public decision-making.

***→ Learn more: Home – Scientific Climate Ratings***

In 2025, EDHEC Climate Institute research on physical risks informed Scientific Climate Ratings' wildfire analyses. This research combines satellite data, weather indicators and precise infrastructure boundaries to assess wildfire exposure and quantify potential financial damage. Presented in a publication of 15 September 2025, this approach provides useful information for anticipating vulnerabilities and informing investment and climate adaptation decisions.

***→ Learn more: Europe's 'Pyrocene Era': Assessing Wildfire Risk in a Changing Climate – Scientific Climate Ratings***

In 2025, the EDHEC Climate Institute and Scientific Climate Ratings, a venture emerging from its research, developed scientific approaches to inform infrastructure adaptation to climate risks. The ClimaTech database contains 103 decarbonisation and resilience strategies covering 101 infrastructure subcategories, representing more than 1,800 assessed applications. It helps evaluate the effectiveness of protection against floods, storms, extreme heat and wildfires. Through discussions with asset owners, Scientific Climate Ratings also incorporates adaptation measures already implemented or under consideration. This research provides an analytical basis for comparing resilience solutions and informing adaptation investment planning.

***→ Learn more: ClimaTech, 18 July 2025; physical risk analysis, 4 August 2025***

On 5 and 6 June 2025, EDHEC hosted the EC–EIB Adaptation Days on its Nice campus and online, organised by the European Commission and European Investment Bank in partnership with EDHEC Business School and the EDHEC Climate Institute, under the auspices of the United Nations Ocean Conference.

The event brought together more than 200 participants, including public policymakers, climate experts and financial institutions. The event review mentions the Mayor of Nice and President of the Métropole Nice Côte d'Azur in particular. Discussions focused on financing coastal resilience in response to intensifying climate risks.

EDHEC researchers contributed to technical sessions. Nicolas Schneider presented the use of localised climate data for adaptation planning. Anthony Schrapffer presented a mapping of coastal infrastructure climate risks and their financial assessment. These presentations shared knowledge on climate hazards, infrastructure vulnerability and resilience measures with an audience including public officials.

***→ Learn more: Adaptation Days review***

## COLLABORATING WITH NGOS ON ENVIRONMENTAL EDUCATION

### COLLABORATION ON CLIMATE ADAPTATION WITH WAVES OF CHANGE

On 10 June 2025, EDHEC Alumni and Waves of Change co-organised the Ocean Impact Forum on the Nice campus. Waves of Change is a non-profit organisation bringing together blue and green economy entrepreneurs, committed to the sustainability of coastal cities and their ecosystems.

This collaboration with a non-governmental organisation led to an awareness-raising activity explicitly addressing climate change adaptation. The programme included a screening of Nouvelles Cartes, a documentary on climate adaptation, a round table on coastal innovation and thematic discussions including coastal adaptation. This activity connects the EDHEC community, a non-profit organisation and stakeholders interested in coastal resilience.

### INVOLVING SCIENTIFIC AND CIVIL SOCIETY STAKEHOLDERS IN ADAPTATION RESEARCH

On 9 September 2025, the EDHEC Climate Institute convened the ClimaTech Review Committee for the first time. The committee brings together experts from research, engineering, finance and international organisations, including representatives affiliated with PRI, WWF, the World Bank and European Investment Bank. Its work reviews the programme's methodology, data and sectoral analyses. This cooperation aims to strengthen the robustness and usefulness of knowledge on decarbonisation strategies, climate adaptation and infrastructure resilience.

### SHARING INFRASTRUCTURE DECARBONISATION AND ADAPTATION SOLUTIONS

On 5 November 2025, the EDHEC Climate Institute officially launched ClimaTech during a webinar organised as part of Paris InfraWeek in collaboration with the Principles for Responsible Investment (PRI). The session brought together more than 450 professionals from over 50 countries. Presentations by EDHEC researchers Nishtha Manocha and Conor Hubert discussed decarbonisation and climate resilience strategies, particularly in response to floods, storms, extreme heat and wildfires. This knowledge-sharing activity enables infrastructure investors and managers to better understand physical risks and compare available adaptation measures.

### COLLABORATING WITH ASSOCIATIONS TO RAISE CLIMATE AWARENESS

EDHEC draws on several committed associations to raise community awareness of climate and environmental issues. The school works with La Fresque du Climat, La Fresque des Nouveaux Récits and 2tonnes, whose workshops are offered to students to better understand transition challenges and identify concrete actions. EDHEC also participates in the work of the Convention des Entreprises pour le Climat (CEC) to accelerate the transformation of its activities.

As part of its biodiversity strategy, EDHEC works with the Ligue pour la Protection des Oiseaux (LPO) to develop wildlife-friendly campus features. The school also undertakes awareness-raising and waste collection activities with local social and solidarity economy organisations, helping promote more responsible consumption patterns and environmental protection.

# SDG 14 – LIFE BELOW WATER




*The fourteenth Sustainable Development Goal aims to conserve oceans, seas and marine resources and ensure their sustainable use. Higher education can support this goal through research, innovation and awareness-raising on marine and coastal issues. EDHEC contributes through academic research and initiatives dedicated to coastal areas' adaptation to climate change.*

## CONTRIBUTING TO COASTAL AREAS' RESILIENCE TO CLIMATE CHANGE

In 2025, EDHEC situated its contributions to ocean issues within the context of the third United Nations Ocean Conference, held in Nice in June. Its institutional programme announced the Adaptation Days on 5 and 6 June on the Nice campus, jointly initiated with the European Investment Bank and European Commission. The event focused on adaptation financing and coastal areas' resilience to climate risks.

EDHEC Climate Institute presentations addressed the use of detailed climate data to assess the economic costs of physical risks and the financial value of exposed coastal infrastructure. Scientific Climate Ratings was also announced for an Ocean Rise & Coastal Resilience Coalition session on insurance. This research and dialogue concern risk assessment and coastal adaptation decisions; they complement marine conservation issues with an economic and financial approach to coastal resilience.

***→ For more information: Participation in UNOC 2025 and associated events, 2 June 2025***

As part of the United Nations Ocean Conference (UNOC 2025), EDHEC Alumni and Waves of Change co-organised the Ocean Impact Forum on the Nice campus. The event brought together entrepreneurs, investors, NGOs, experts and local stakeholders to discuss solutions promoting ocean conservation, coastal resilience and the development of a sustainable blue economy. Raising awareness and mobilising action for ocean conservation

Community awareness-raising took concrete form during Sustainability Week in January 2025. In Nice, renowned sailor Alexia Barrier presented students, faculty and EDHEC staff with her association 4MyPlanet's project, combining awareness of ocean and nature conservation with scientific ocean data collection. This presentation explored links between engagement, knowledge of the marine environment and scientific observation in a format accessible to students and staff.

***→ For more information: Sustainability Week, 20–24 January 2025, review published on 29 January***

EDHEC supports several student initiatives and association partnerships contributing to marine ecosystem conservation. The Just Sea It student association raises awareness of seabed protection and marine biodiversity conservation. The school has also worked with SOS Grand Bleu, an association committed to protecting marine mammals and endangered Mediterranean species. These initiatives raise students' awareness of ocean conservation issues and encourage their engagement in protecting marine environments.

***→ For more information: The spirit of discovery and student association experience***

***→ For more information: Just Sea It, Saint-Jean-Cap-Ferrat municipal bulletin***

# SDG 15 – LIFE ON LAND




*The fifteenth Sustainable Development Goal aims to protect terrestrial ecosystems, preserve biodiversity and promote sustainable natural resource management. EDHEC contributes through campus biodiversity awareness-raising, conservation and management activities.*

## PRESERVING AND RESTORING CAMPUS BIODIVERSITY

EDHEC has adopted a Biodiversity Policy 2024–2028 to preserve and restore biodiversity across its campuses. This strategy aims to reduce pressures on ecosystems, strengthen sites' ecological resilience and integrate biodiversity considerations into planning, management and awareness-raising practices.

The Lille campus is a major site for implementing EDHEC's biodiversity strategy. Covering nearly ten hectares, it includes approximately eight hectares of parkland and 490 trees representing 67 species, including several century-old and remarkable trees. Green spaces account for nearly 65% of land use, making the campus a biodiversity haven at neighbourhood and city levels.

Tree surveys are regularly undertaken to maintain and enrich natural spaces on the Lille campus. Specific measures have also been introduced with the Ligue pour la Protection des Oiseaux (LPO) to accommodate and protect many species: bats, squirrels, sparrows, bees and ladybirds. Nesting boxes, shelters, hedgehog passages and insect hotels are now found throughout the campus. These initiatives strengthen the site's ecological network and raise awareness within the EDHEC community of harmonious coexistence with living organisms.

Biodiversity is also a criterion integrated into campus development projects. In the transformation of the Lille campus begun in 2025, EDHEC made preservation of the existing natural heritage a guiding principle in architectural and landscape choices, balancing infrastructure development with maintenance of the site's ecological functions.

***→ For more information: Lille campus project, press release of 27 February 2025***

## RAISING COMMUNITY AWARENESS OF BIODIVERSITY ISSUES

EDHEC's biodiversity strategy relies on collaboration with several specialist partners. The school works with Beecity, which has supported maintenance of four campus beehives since 2018 and regularly runs biodiversity awareness activities. Beeswax candle-making workshops, discovery of hive products and educational activities raise students' and staff awareness of pollinators' importance in ecosystems.

EDHEC also uses its campuses as places for education on biodiversity and ecosystem conservation. During Sustainability Week 2025 across Lille, Nice and Paris, students and staff took part in several awareness-raising activities. In Lille, a guided tour with the Ligue pour la Protection des Oiseaux (LPO) introduced campus wildlife and plants and improved understanding of interactions between human activities and biodiversity. These initiatives make biodiversity protection more tangible by drawing on students' everyday surroundings.

***→ For more information: Sustainability Week, 20–24 January 2025, review published on 29 January***

## SUPPORTING LOCAL ENVIRONMENTAL CONSERVATION PROJECTS

Beyond campus, EDHEC encourages students to participate in projects protecting ecosystems and the environment. The **Global Impact Projects** 2025 enabled students to undertake several missions with partner organisations committed to nature conservation, ecosystem restoration and sustainable local development. These experiences enable students to apply their skills to initiatives with strong environmental impact while developing their understanding of biodiversity issues.

The partnership signed in 2025 with France Volontaires strengthens this commitment by facilitating identification of host organisations, student preparation and monitoring of environmental volunteering missions. This cooperation promotes field projects contributing to natural heritage protection and local resilience.

→ ***For more information: Global Impact Projects, review published on 22 May 2025***

→ ***For more information: Agreement with France Volontaires of 19 March 2025***

# *SDG 16 – PEACE, JUSTICE AND STRONG INSTITUTIONS*




*The sixteenth Sustainable Development Goal aims to promote peaceful and inclusive societies based on the rule of law, access to justice and accountable institutions. In higher education, these challenges involve spreading a culture of ethics, responsibility and citizenship. EDHEC supports this ambition through teaching, research and the sharing of governance expertise.*

## PROMOTING ETHICS, INTEGRITY AND RESPONSIBLE GOVERNANCE

EDHEC is committed to promoting a culture of ethics, integrity and responsibility in teaching, research and governance. Through its Code of Ethics, governance mechanisms, awareness-raising activities and academic research, the school contributes to more transparent, responsible and inclusive institutions.

EDHEC relies on structured governance involving internal and external stakeholders. The school has a Code of Ethics applying to Board members, senior managers, faculty, students and administrative staff. This framework establishes principles of respect, integrity, responsibility and prevention of behaviour contrary to institutional values.

EDHEC also draws on an Ethics Board supporting the institution's ethical approach and dialogue mechanisms incorporating different stakeholders' expectations into its strategy and actions.

→ ***For more information: EDHEC Code of Ethics, 2023 edition***

→ ***For more information: Ethics Board membership***

## DEVELOPING KNOWLEDGE ON LAW, GOVERNANCE AND ORGANISATIONAL RESPONSIBILITY

In 2025, EDHEC contributed to discussions on organisational responsibility through its legal activities and the dissemination of expertise on organised crime. The EDHEC Augmented Law Institute announced the first Legal Performers Day, scheduled for 12 June on the Lille campus with LegiTeam. The event proposed examining legal functions' contribution to businesses' economic, technological and societal transformations.

The programme combined strategy, legal department operations and professional skills, with discussions on technology governance, emerging risks, cooperation between in-house and external lawyers and the role of law in responsible innovation. Sustainable development, inclusion and responsibility were among the day's topics. This approach involves knowledge sharing and professional dialogue, seeking to connect legal research with decision-making and governance practices.

→ ***For more information: Legal Performers Day, 12 June 2025, announcement of 5 May***

## CONTRIBUTING TO PUBLIC DEBATE ON CRIME AND SECURITY

The expertise of the Criminal Risk Management Chair also informed public debate in 2025. Professor Bertrand Monnet appeared in numerous media outlets, including franceinfo and France Télévisions, on drug trafficking, drug traffickers and the possible persistence of their influence. This contribution illustrates the provision of expertise on organised crime mechanisms and the limitations of responses to them.

→ ***For more information: Scientific research press review, 2025 selection***

## PREVENTING DISCRIMINATION, HARASSMENT AND VIOLENCE

EDHEC applies zero tolerance to discrimination, harassment, gender-based and sexual violence and any infringement of human dignity. This commitment draws on its Equality, Diversity and Inclusion policy, Code of Ethics and Gender Equality Plan 2025–2028, which provides concrete actions for gender equality, inclusion and discrimination prevention.

To promote a safe and respectful study and working environment, the school offers awareness-raising and training for students and staff. All first-year students are made aware of gender-based and sexual violence through the 'VSS: Agir et en finir' programme integrated into induction. Listening, reporting and support services complement this approach, including a confidential platform, designated contacts and specialist professionals handling and following up reported situations.

# SDG 17 – PARTNERSHIPS FOR THE GOALS




*The seventeenth Sustainable Development Goal emphasises cooperation between public, private, academic and civil society stakeholders to accelerate implementation of sustainability objectives. EDHEC contributes by bringing together institutional partners, international solidarity organisations, businesses and the student community. These collaborations support field engagement, dialogue on transitions and sustainability skills development.*

EDHEC places its SDG 17 commitment within a framework of international cooperation. A member of the Principles for Responsible Management Education (PRME) since 2015, it belongs to a network of institutions committed to responsible management education and integrates the United Nations Sustainable Development Goals into its strategy and initiatives.

## CONTRIBUTING TO PUBLIC POLICIES SUPPORTING THE SDGS

In 2025, EDHEC strengthened relationships with institutional stakeholders committed to sustainable development. The agreement signed with France Volontaires, an operator of the Ministry for Europe and Foreign Affairs, aims particularly to develop international student volunteering and strengthen support for solidarity missions. This cooperation connects EDHEC's educational objectives with public schemes for international exchange and solidarity volunteering.

***→ For more information: EDHEC and France Volontaires sign a partnership agreement | EDHEC***

In 2025, EDHEC also contributed to public policymakers' thinking on gender equality and ocean protection. These contributions took the form of a parliamentary hearing and student recommendations within national and international consultation processes.

On 18 December 2025, Professor Hager Jemel-Fornetty, Director of EDHEC's Diversity & Inclusion Chair, gave evidence to the Senate Delegation for Women's Rights as part of its work on women and video games. Her contribution informed parliamentarians about representation inequalities and gender stereotypes in the sector. Discussions addressed studios' and publishers' responsibility, public awareness and regulatory options. This hearing directly contributed to parliamentary thinking on issues relating to SDG 5.

***→ For more information: Delegation for Women's Rights, proceedings for the week of 15 December 2025***

Student engagement also informed preparations for the third United Nations Ocean Conference. The EDHEC Nations Unies association was among the associations producing contributions and recommendations published by the Association française pour les Nations Unies (AFNU) as part of the 2025 Ocean Youth Forum. This collective approach addresses marine ecosystem conservation, transition to a sustainable blue economy and stronger ocean governance. Recommendations from the Forum were presented at a conference in Nice in June 2025 during UNOC3.

The ministry's Ocean Youth Forum programme provided for exchanges between students, including EDHEC students, company representatives and negotiators from the French delegation to UNOC. It also provided for contributions to be sent to the conference secretariat and relevant ministries. The scheme therefore offers a structured channel for presenting student proposals to those preparing international ocean policy directions and negotiations, in connection with SDG 14. ***→ For more information: Ocean – Contributions from student associations – AFNU***

## CROSS-SECTORAL DIALOGUE ON THE SDGS

The EC–EIB (European Commission–European Investment Bank) Adaptation Days, hosted on EDHEC's Nice campus in June 2025, illustrate the school's participation in dialogue between public stakeholders, financial institutions and transition experts. Organised by the European Commission and European Investment Bank in partnership with EDHEC, the event focused on coastal resilience and climate adaptation financing.

Discussions addressed local needs, investment strategies and conditions for implementing adaptation. Bringing together political leaders, institutional representatives and professionals, the event enabled comparison of perspectives and examination of collective responses to climate risks. It provides a concrete example of cross-sectoral cooperation on issues shared by several SDGs.

***→ For more information: EDHEC Co-Hosts Adaptation Days 2025 with EIB and European Commission During UN Ocean Conference | EDHEC Climate Institute***

This dialogue continues through 'The Cities of Tomorrow', scheduled for 2 December 2025 at the Institut français in London. Led by EDHEC Alumni UK with EDHEC's Centre for Net Positive Business, it forms part of 'Make an Impact for Good', developed in partnership with the French Embassy in the United Kingdom and France Alumni.

Dedicated to business models capable of accelerating the transition towards regenerative cities, the event plans a round table with Bouygues UK, the City of London Corporation, Northwood Investors and RecyNext. This format brings together sustainable construction, urban policy, property investment and circular economy issues. Proposed discussions on urban cooling and low-carbon transport illustrate the complementary roles of stakeholders transforming cities, in connection with SDGs 11, 13 and 17.

***→ For more information:The Cities of Tomorrow - Featuring EDHEC's Centre for Net Positive Business and Expert Panel | EDHEC Alumni***

## INTERNATIONAL COOPERATION ON GATHERING DATA FOR THE SDGS

EDHEC mobilises international collaborations and methodological research to support measurement of business sustainability. The Centre for Net Positive Business, launched in 2025, draws on a company database developed with the World Economic Forum. This resource supports its ambition to develop a framework assessing progress towards net positive impact, taking account of planetary boundaries and effects on different stakeholders.

***→ For more information: 2025_04_28_CP_EDHEC_Net_Positive_Business.pdf***

The white paper 'Beyond Compliance: Measuring Net Positive Business for Value Creation', published in 2025, complements this approach by examining data quality, performance comparisons and the integration of environmental and social dimensions into business decisions. It emphasises the importance of credible measurement systems in guiding organisations towards models contributing to ecosystem regeneration and social progress.

***→ For more information: Beyond Compliance: Measuring Net Positive Business for Value Creation by Madlen Sobkowiak, Mohamed Aziz Kaouech, René Rohrbeck : SSRN***

In December 2025, the Centre for Net Positive Business also announced a collaboration with Finnish company Upright to explore companies' ability to move towards net positive impact models. The initiative combines impact data provided by Upright with an EDHEC survey. Companies are invited to compare their perceptions of their impacts with external estimates based on the effects of their products and services, particularly on the environment and health.

This cooperation aims to collect their responses and better understand the levers for transforming their business models, in connection with sustainable development challenges.

***→ For more information: https://www.linkedin.com/pulse/measuring-impact-interview-uprights-syuye/***

## INTERNATIONAL COOPERATION AND SHARING BEST PRACTICE

The UNESCO Chair hosted by EDHEC provides a framework for cooperation with partners in Europe, Asia and Africa. Its educational dimension addresses anticipation, resilient leadership and educational innovation. It aims to develop students' and professionals' ability to understand complex situations, consider multiple possible futures and develop collective responses.

This approach draws on the provision of teaching resources and an ambition for North–South–South cooperation. It offers a framework for sharing educational approaches and developing common practices in preparing for transitions.

In 2025, EDHEC contributed to international cooperation on collaborative anticipation and responsible futures. Its UNESCO Chair joined the chairs of the University of Poitiers, EDHEC, École des Ponts Business School and the University of Corsica to form a centre of excellence, at the initiative of the French National Commission for UNESCO.

This group proposed the 'Collaborative Anticipation and Responsible Futures' workshop, scheduled for 3 December 2025 at UNESCO. The programme included speakers from the United Kingdom, Italy and Côte d'Ivoire. It provided for exchanges of practice and collective work to develop principles of responsible anticipation applied to climate adaptation, education and inclusion of disadvantaged communities. This initiative illustrates the sharing and joint development of approaches to support transitions.

***→ For more information: FrProgrammeAnticipation0312UNESCO-WFD25.pdf***

Cooperation with Creative Dock adds a sectoral dimension. The report 'Sustainable Pathways for Healthy and Accessible Nutrition', published online in 2025, explores food system transformations towards 2035. It suggests actions to develop business models combining access to healthy food, sustainability and resilient value chains. This collaboration connects EDHEC's foresight approach with Creative Dock's experience in developing new business models to help industry stakeholders anticipate transitions and identify opportunities for joint action. It therefore helps share approaches to nutrition and responsible production challenges, in connection with SDGs 2, 3 and 12.

***→ For more information: Sustainable Pathways Report.pdf***

## COLLABORATION WITH NGOS SUPPORTING THE SDGS

Global Impact Projects enable EDHEC students to engage with NGOs and associations abroad. Missions undertaken in 2025 address education, mentoring, drinking water access, environmental protection and humanitarian aid in particular. They draw on partner organisations including All Hands and Hearts, Acted, Association Jeunesse Verte du Cameroun and Agape, which help host and support students. These collaborations connect international experience with activities undertaken with organisations working on the ground.

***→ For more information: Engaging with global challenges during studies: EDHEC's Global Impact Projects in action | EDHEC Alumni – the community of all EDHEC students and graduates***

The France Volontaires partnership strengthens the framework for these experiences. It provides support for identifying host organisations, preparing for departure and on-site assistance. The aim is to develop engagement opportunities within a structured framework adapted to mission contexts.

***→ For more information: EDHEC and France Volontaires sign a partnership agreement | EDHEC***

## COMMITMENT TO SDG EDUCATION

For several years, EDHEC has been redesigning the integration of environmental, social and governance (ESG) issues into its programmes. This approach aims to embed understanding of transitions in students' learning pathways, from acquiring fundamental knowledge to developing specialist skills and applying them in practice.

A review of teaching mapped existing content and its contribution to the Sustainable Development Goals. Identifying the SDGs covered in curricula makes their presence more visible and reveals opportunities to enrich courses. This mapping provides a basis for monitoring the development of the portfolio and progressively strengthening ESG issues in the majority of teaching.

The approach combines three complementary levels: integrating ESG issues into management disciplines, creating dedicated core courses and offering specialisation pathways. The aim is to enable students to understand how these issues transform professional decisions and practices in finance, marketing, strategy and organisational management. The course on planetary boundaries and transition, included in the Grande École and MSc programmes, provides a foundation of knowledge on ecological balances and the transformations needed to preserve them. Students wishing to explore these issues further can then pursue specialist programmes such as the MSc in Climate Change & Sustainable Finance or MSc in Global & Sustainable Business.

Learning continues through practical engagement. In the EDHEC International BBA, first-year Sustainable Impact Projects (SIPs) enable students to design and collectively deliver a project addressing an SDG-related issue. Their local roots, notably in Lille and Nice, encourage cooperation with local stakeholders and consideration of concrete needs. Global Impact Projects (GIPs) offer international experience with NGOs or associations on solidarity, social or environmental missions. These schemes enable students to apply knowledge, develop cooperation and learn to assess an action's effects.

The use of Sulitest complements this pathway by assessing sustainability knowledge. It checks acquisition of essential concepts and identifies areas requiring further study. Connecting curriculum mapping, education, engagement and assessment therefore supports continuous improvement of SDG education at EDHEC.

## SPECIALIST SUSTAINABILITY COURSES AND PROGRAMMES

EDHEC offers dedicated sustainability courses and programmes at different career stages, from initial to continuing education. This provision enables students, managers and executives to explore environmental, social and governance issues and develop skills to support organisational transformation.

At Master's level, the ***MSc in Sustainable Business Transformation*** combines international management with sustainable business transformation. It uses case studies, simulations and projects with partner companies to address sustainable business models, supply chains and the circular economy. The ***MSc in Climate Change & Sustainable Finance***, offered with Mines

Paris–PSL, combines financial expertise with understanding of the scientific and technical dimensions of climate change. It prepares students to integrate climate risks and transition issues into financing and investment decisions.

Complementary schemes also develop these skills within other programmes. The EDHEC International BBA offers a 'Green Belt' sustainability certificate.

***→ For more information: EDHEC_Sustainability_2025_2026.pdf***

In November 2025, EDHEC also launched a ***Sustainable Investing Certificate***, developed with CFA Institute and accessible to selected students from the MSc in Accounting & Finance, International Finance and Corporate Finance & Banking programmes. It covers ESG principles, climate-related financial risks and sustainable investment strategies.

In the Global MBA, the ***Sustainable Impact Challenge*** is an educational initiative dedicated to putting sustainability issues into practice. Participants work in teams with businesses, start-ups, NGOs or associations on concrete challenges. This experience enables them to apply management skills to analyse a situation, formulate proposals and consider implementation constraints.

This provision extends to working professionals through continuing education. The '***Stratégie RSE à impact'*** (Impactful CSR Strategy) course supports managers and executives in integrating social responsibility into organisational strategy. The '***Stratégie Climat'*** (Climate Strategy) course focuses on decarbonising activities and translating climate challenges into action. The portfolio also includes a societal innovation strategy course designed to develop responses to organisations' ecological and social challenges. These short formats enable participants to acquire targeted skills and apply them in their professional contexts.

Distance learning includes the executive certificate '***Stratégie RSE: Piloter la transformation durable***' (CSR Strategy: Leading Sustainable Transformation). It enables professionals to identify social and environmental issues, structure a CSR approach, engage stakeholders and develop a roadmap. This format broadens access to education for participants seeking sustainability expertise while continuing to work.

## EDUCATION AND AWARENESS-RAISING BEYOND THE STUDENT COMMUNITY

EDHEC seeks to extend its educational mission beyond graduation and share knowledge on transitions with a wider audience. This approach combines lifelong learning, online resources and events enabling alumni, professionals and external audiences to better understand social and environmental challenges.

With the EDHEC Alumni network, EDHEC supports graduates in updating knowledge and developing skills. Lifelong learning provision includes educational resources, lectures and recordings, and opportunities to continue studying through continuing and distance education. In 2025, the Alumni Summer Session offered events on net positive business models, the ecological transition and responsible digital practices. 'The Week' programme combined documentaries and guided discussions to understand the environmental and climate crisis and explore engagement opportunities.

Knowledge is also shared through online resources. The 'Building Strategic Foresight Capabilities' MOOC, launched by members of the UNESCO Chair hosted by EDHEC and offered on Coursera, introduces strategic foresight methods. It addresses identifying transformations, developing scenarios and involving stakeholders in thinking about the future. It therefore helps make anticipation skills useful for supporting transitions accessible.

Sustainability Week lectures and workshops also extend awareness beyond students, particularly to staff. The 2025 edition brought together faculty, associations, entrepreneurs and alumni around topics including ocean protection, eco-emotions, responsible entrepreneurship and sustainable finance. These events connect knowledge and experiences and bring sustainability issues closer to everyday and professional practices.

Conferences involving EDHEC researchers also contribute to this openness, subject to each event's access arrangements. The June 2025 Adaptation Days, offered on the Nice campus and online, brought together public officials, experts and financial stakeholders around coastal resilience and climate adaptation financing. These formats promote knowledge exchange between academia and those using it in decisions.

## ASSESSING SUSTAINABILITY KNOWLEDGE

EDHEC complements sustainability education with knowledge assessment, notably through Sulitest. This tool assesses understanding of sustainability's environmental, social and economic dimensions and the links between SDGs. It helps identify acquired knowledge and topics requiring further study to guide educational support.

→ ***For more information: https://www.sulitest.org/fr/task-communaute***

An SDG quiz was introduced into the BBA Sustainable Impact Projects scheme at the start of the 2024–2025 academic year. Linked to digital badges, it enables students to discover the goals and explore issues their projects can address. This tool provides an initial resource for learning and checking SDG knowledge.




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