

Do Good.
Do Better.

Sustainability and Impact Report

2022-2023



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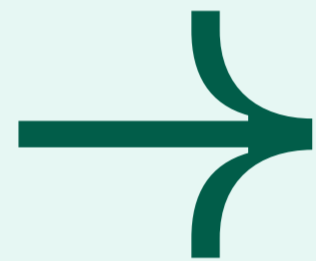
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Message from the President of the Board of Trustees and the Director General



Since its founding, Esade has been committed to making a positive and meaningful impact on people, organizations, and society at large.

One of the most important milestones of the 2022-2023 academic year was the drafting of Esade's Institutional Strategic Plan (PEI from the Spanish) for the 2023-2027 period. The PEI defines Esade's vision for 2030 with the slogan "Inspire to transform," and one of its main objectives is the ambition to be an institution that fosters and drives the "purposeful transformation of organizations and society."

The integration of social impact is a key differentiator of Esade's value proposition and one that faithfully reflects its founding values. Accordingly, the 2023-2027 PEI provides for the implementation and monitoring of the 2022-2026 Sustainability Plan and the 2022-2026 Equality Plan, as well as the implementation of various actions related to the educational experience and impact measurement, thereby reinforcing the institution's social impact and sustainability strategy.

Among the many initiatives and activities undertaken in the 2022-2023 academic year, special attention should be drawn to the launch of the official Master of Science in Sustainability Management program and the progress made on the mainstreaming of sustainability across the educational experience. Equally significant was our firm commitment to fostering diversity and equal opportunity in the classroom. In the 2022-2023 academic year, 307 talented students from diverse socioeconomic backgrounds were able to enroll in our programs thanks to the scholarship fund, the overall amount of which increased by 15%. Finally, our ongoing efforts to be carbon neutral in scope-1 and 2 emissions by 2024 also stand out, as we have reduced our emissions by 84% compared to the 2019 baseline period.

This report reflects our commitment to people, the planet, and governance. In this regard, we would like to recognize, thank, and congratulate the entire Esade community for its involvement and performance. We would also like to reiterate our strong commitment to the Global Compact Principles and the Principles for Responsible Management Education (PRME), two United Nations initiatives that have enabled us to continue to improve in terms of transparency and accountability.

We hope that reading this report will be useful and thought-provoking for anyone interested in learning how higher education institutions integrate sustainability, and seek to increase their social impact as an essential aspect of their daily work.

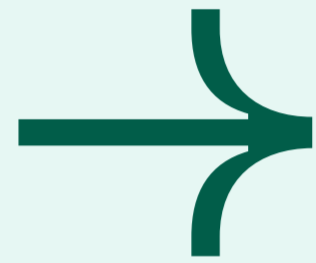


Jaume Guardiola
President of the Esade
Foundation Board
of Trustees



Xavier Mendoza
Director General

Message from the Director of Identity and Mission



At Esade, we aspire to contribute to the transformation of people and organizations promoting meaningful social change that provides solutions to multiple interrelated global concerns, such as the climate emergency, growing inequality, and polarization. To this end, we aim to create a learning experience based on academic excellence and the development of humanistic values.

In alignment with our mission and the expectations of our main stakeholders, this report describes our progress on the six commitments included in our 2022-2026 Sustainability Plan. Among the many noteworthy initiatives undertaken in the 2022-2023 academic year, the growing presence of ethics, social responsibility, and sustainability in our programs and our unwavering commitment to transformative educational experiences that foster social commitment and conscientious leadership stand out.

During the academic year, we also continued working to transform our campus into a sustainable learning laboratory for developing and training the responsible professionals that society needs. In this area, particular attention should be called to our actions to optimize our resource consumption and minimize waste in order to advance toward our 2024 carbon neutrality goals (scopes 1 and 2).

Finally, I would like to highlight initiatives that help us foster a diverse, inclusive, purposeful, and impactful community. Our Scholarship Program deserves special recognition, alongside activities focused on personal well-being and spaces to facilitate the cultivation of inner life, meaning, and purpose. All of this allows us to come together, guided by a deep sensitivity and human quality, to champion social and environmental justice.

We would like to thank our community for its commitment to making our institution a project for personal and societal transformation.



Cristina Gimenez
Director of Identity
and Mission

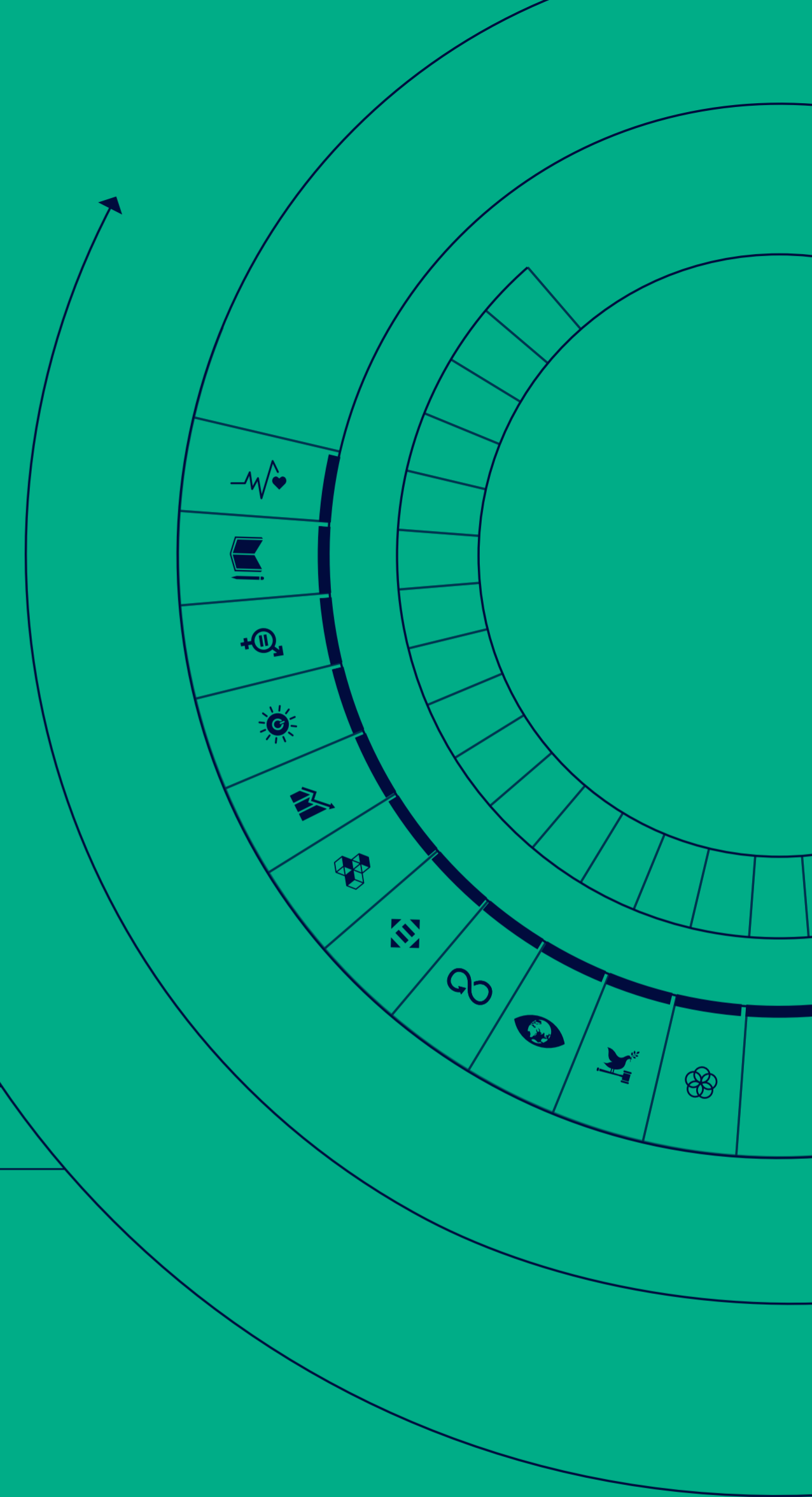
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CHAPTER ONE

Esade: our raison d'être and our values

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- 1.1. Our mission: to educate, research, and generate critical debate
- 1.2. Our values: human quality, academic excellence, and social commitment
- 1.3. Integrating purpose into our institutional strategy



Founded in 1958 by the Society of Jesus and a group of business owners, from the outset Esade has had a clear, overarching goal: **to make a positive and significant impact on business, entrepreneurship, people, and society in general.**

We are committed to creating an educational experience based on **academic excellence**, the **acquisition of technical knowledge**, and the **development of human values**. This commitment takes the form of innovative, cutting-edge, quality education whose ultimate aim is to impact business and society. This is our main contribution and our fundamental impact as an educational institution.

Esade has been part of Ramon Lull University since 1995 and is a member of the UNIJES network of Jesuit schools and universities.

1.1. Our mission: to educate, research, and generate critical debate

Our mission as an educational institution **is to drive and promote meaningful and impactful social change** within a framework of intercultural dialogue inspired by the humanistic and Christian traditions. To achieve it, we rely on three fundamental pillars:

Our mission and values are the cornerstones of the holistic personal and professional education to which we are committed.

Do Good.
Do Better.

Our motto “Do Good. Do Better” reflects this commitment.

Education

Provide people with a holistic education so that they become competent and socially responsible professionals.

Research

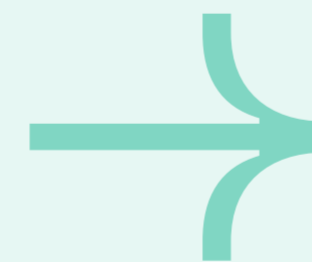
Generate knowledge to help improve organizations and society.

Social Debate

Contribute to social debate to help build free, prosperous, fairer, and more socially and environmentally sustainable societies.

1.2. Our values: human quality, academic excellence, and social commitment

On January 24, 2008, the ESADE Foundation Board of Trustees approved the institution’s **Statement of Values**. The Esade community is committed to promoting a set of values consistent with human quality and academic and professional excellence, values that we aim to place at the service of the local and global society of which we form a part. The commitments undertaken in Esade’s Sustainability Plan are grounded in these values and outline an action plan to make them possible.





Act with integrity

Instill integrity in all our academic and professional activities.

This means conducting ourselves in line with such fundamental values as rigor and hard work, honesty, a critical spirit, fairness, and a sense of responsibility, even under difficult circumstances.



Be sensitive

Respect colleagues and all people, including ourselves, and be sensitive to others' concrete circumstances.

This means respecting everyone's dignity and being capable of supporting and helping others in need, working together to build a fairer and more humane world.



Value diversity

Take a positive view of diversity and learn from the differences between people, ideas, and situations.

This means understanding that differences in gender, ethnicity, language, culture, sexual orientation, religion, physical traits, or anything else are opportunities to learn and enrich ourselves with different visions of people, the world, and ourselves.



Contribute to the common good

Seek, share, and contribute to the common good.

This means being aware that we cannot separate obtaining benefits for ourselves from the good of the whole community, which, consequently, must be reflected in attitudes of respect and responsibility toward the community.



Achieve a fairer and more sustainable society

Assume responsibilities and commitments to achieve a fairer and more sustainable society.

This means seeing reality not only "how it is" in fact, but also "how it should be," in accordance with the fundamental values of justice and environmental sustainability.

True to our mission and founding values, the members of the Esade community are committed to working to build a more humane, fair, caring, and sustainable society, respectful of the differences between people.

"Esade's values, its personal and humane approach, were one of the reasons I chose it."

Jean Claude Lampert,
MBA 2023 student

"We train people capable of transforming realities."

Tamyko Ysa, CEX member and
president of the Faculty



1.3. Integrating purpose into our institutional strategy

One of the most important milestones of the 2022–2023 academic year was the drafting of Esade’s Institutional Strategic Plan (PEI from the Spanish) for the 2023–2027 period. The PEI defines Esade’s vision for 2030 with the slogan **“Inspire to transform,”** and one of its main objectives is the ambition to be an institution that fosters and drives the **“purposeful transformation of organizations and society.”**

2030 vision:

Esade is a university institution that is internationally renowned for its academic innovation, the professional and human quality of its graduates, and contributing to the purposeful transformation of organizations and society.



The PEI is focused on increasing our impact and is organized around three main pillars:

1	2	3
Academic excellence	Mission and social impact	Economic sustainability

The integration of social impact is a key differentiator of Esade’s value proposition, in keeping with its founders’ initial commitment. Accordingly, the 2023–2027 PEI provides for the implementation and monitoring of the 2022–2026 Sustainability Plan and the 2022–2026 Equality Plan, as well as three key lines of action in the mission and social impact pillar that reinforce the institution’s social impact and sustainability strategy.

Strategic pillar: Mission and social impact

- An integrated community aligned with the institution’s mission (staff, faculty, and students).
- An educational experience aligned with our values and education of the whole person, aspiring to produce alumni recognized for their professional excellence, human quality, and social commitment.
- Improvement and measurement of social impact.

02 CHAPTER TWO

Our sustainability strategy

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- 2.1. A strategy with an impactful vision co-created with our key stakeholders: the materiality matrix
- 2.2. The 2022–2026 Sustainability Plan: Action pillars, impact areas, and commitments



The 2022–2026 Sustainability Plan was defined through a participatory process (“Sustainable impact: Our chance to change the world together”) launched in October 2020 and involving 338 members of our community (faculty, staff, and students) and 11 stakeholders (businesses, public institutions, alumni, social entities, etc.).

The Sustainability Plan is structured around **six basic commitments**, which are fully aligned and respond to the most important issues, as prioritized in the materiality matrix carried out in 2021, which was the result of a co-creation and dialogue process with our key stakeholders.

2.1. A strategy with an impactful vision co-created with our key stakeholders: the materiality matrix

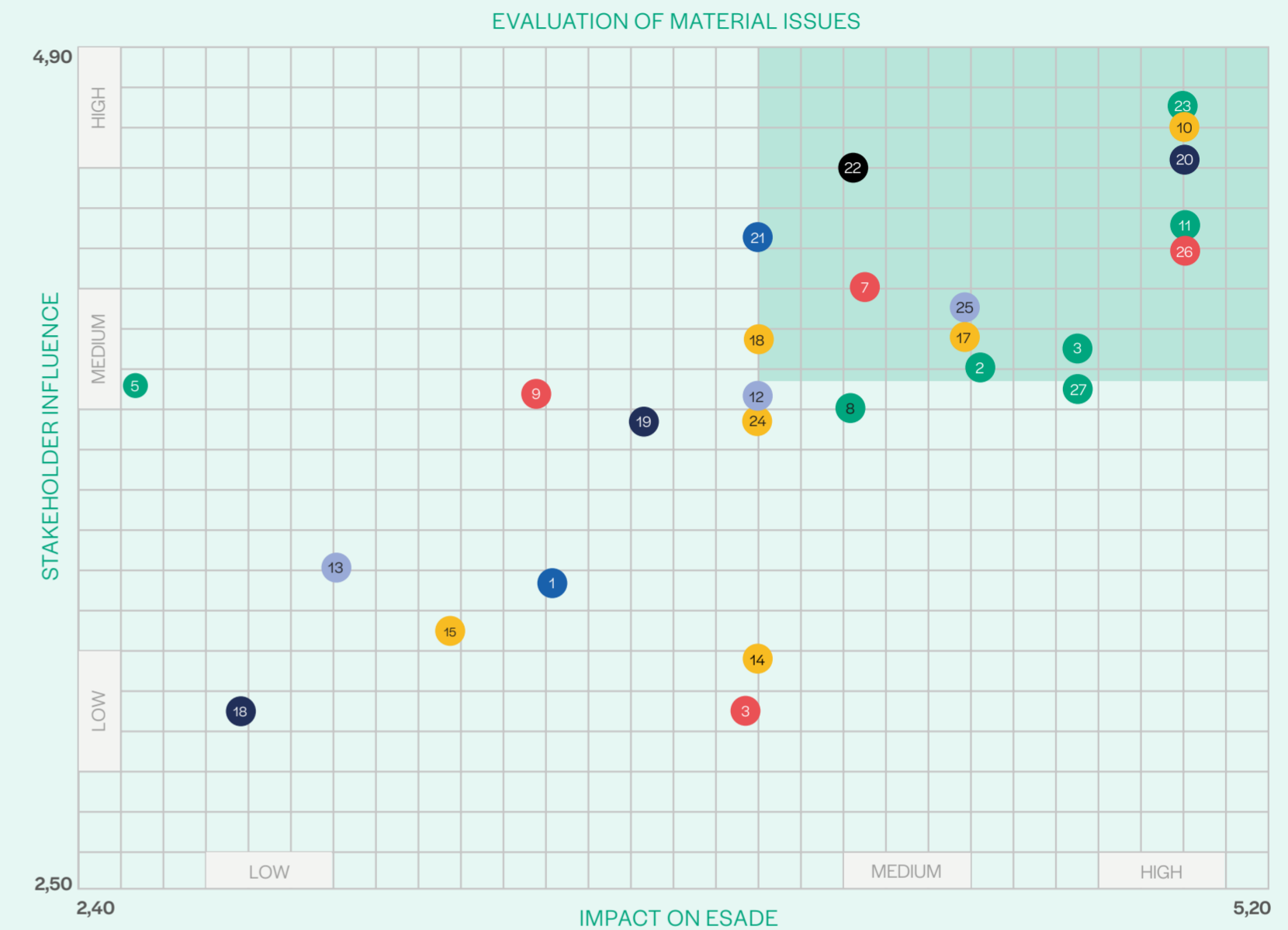
Over the 2020–2021 academic year, Esade worked to **update its materiality analysis** not only with the aim of determining the expectations and material issues for the organization and its stakeholders, but also as part of a more in-depth effort to update its sustainability strategy and commitments in this area.

The materiality analysis was carried out through an in-depth dialogue with 11 stakeholders (Board of Trustees, Executive Committee, Partners, Alumni, Businesses, Foundations and NGOs, Suppliers,

Accreditation agencies and ranking organizations, Students, Faculty, and Staff) in order to identify which of Esade’s social and environmental impacts are perceived as most critical.

The following issues are the ones that Esade and its stakeholders identified and validated as material and, therefore, the ones that served as the basis for defining the principles of its action plan and the commitments that make up its strategy.

Materiality matrix and material issues

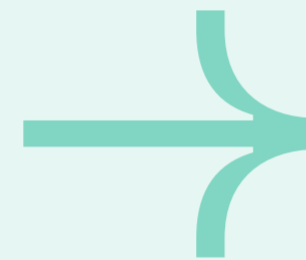


Economic issues	Environmental issues	Service issues
21. Sustainable investment	2. Responsible management of material resources 3. Responsible management of natural resources 27. Sustainable mobility	16. Student and participant satisfaction and relations management 17. Innovation 23. Sustainability in the curriculum and research
Labor practices issues	Governance issues	Society issues
7. Employment quality 10. Diversity and equal opportunity 11. Non-discrimination	20. Governance and business ethics 22. Organizational culture	25. Partnerships 26. Social debate




2.2. The 2022–2026 Sustainability Plan: action pillars, impact areas, and commitments

Under the **2022–2026 Sustainability Plan**, the members of the Esade community undertake to promote social transformation and environmental regeneration through **three action pillars, three impact areas, and six commitments.**

Action pillars

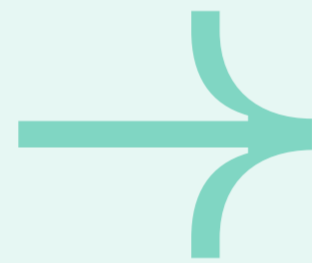


Commitments

 1. Research, education, and social debate	 2. The campus as an innovation and learning lab	 3. Social commitment, community, and partnerships to accelerate changes and amplify impacts
<p>We will comprehensively mainstream sustainability across all dimensions of our activity:</p> <ul style="list-style-type: none"> → reviewing, improving, and advancing in our curricular offer; → insuring that it is present in all areas of education, research, and social debate; and → providing the necessary resources and promoting incentive policies to make this possible. 	<p>We will make our campus a benchmark in sustainability:</p> <ul style="list-style-type: none"> → transforming our operations and internal processes to ensure more sustainable behavior; → using our campus as a learning lab that contributes to a new sustainability mindset; and → promoting innovation, the transformation of our community and society, and the regeneration of the planet. 	<p>We will position the people from our community as true change agents to transform society and improve the planet:</p> <ul style="list-style-type: none"> → promoting actions to raise awareness and generate debate; and → pursuing partnerships that foster comprehensive sustainability.



Impact areas



Commitments



4. Planet: climate action and biodiversity

We are firmly committed to taking action, educating and carrying out research to promote meaningful changes with a positive impact on our planet's regeneration. We commit to becoming carbon neutral in 2024 in scopes 1 and 2 by offsetting GHG emissions that we cannot reduce. We also commit to reducing scope-3, mobility-related emissions by 33% (compared to 2019 emission levels) by 2030.



5. People: diversity, equity, and inclusion

We commit to promoting and guaranteeing a campus that facilitates well-being and equal opportunity for all.



6. Governance and culture: ethics, transparency, and commitment to the community

We commit to acting ethically, responsibly, and transparently, in keeping with our values and purpose, in order to be a benchmark for our commitment to sustainability in all our areas of impact.

Esade's sustainability model

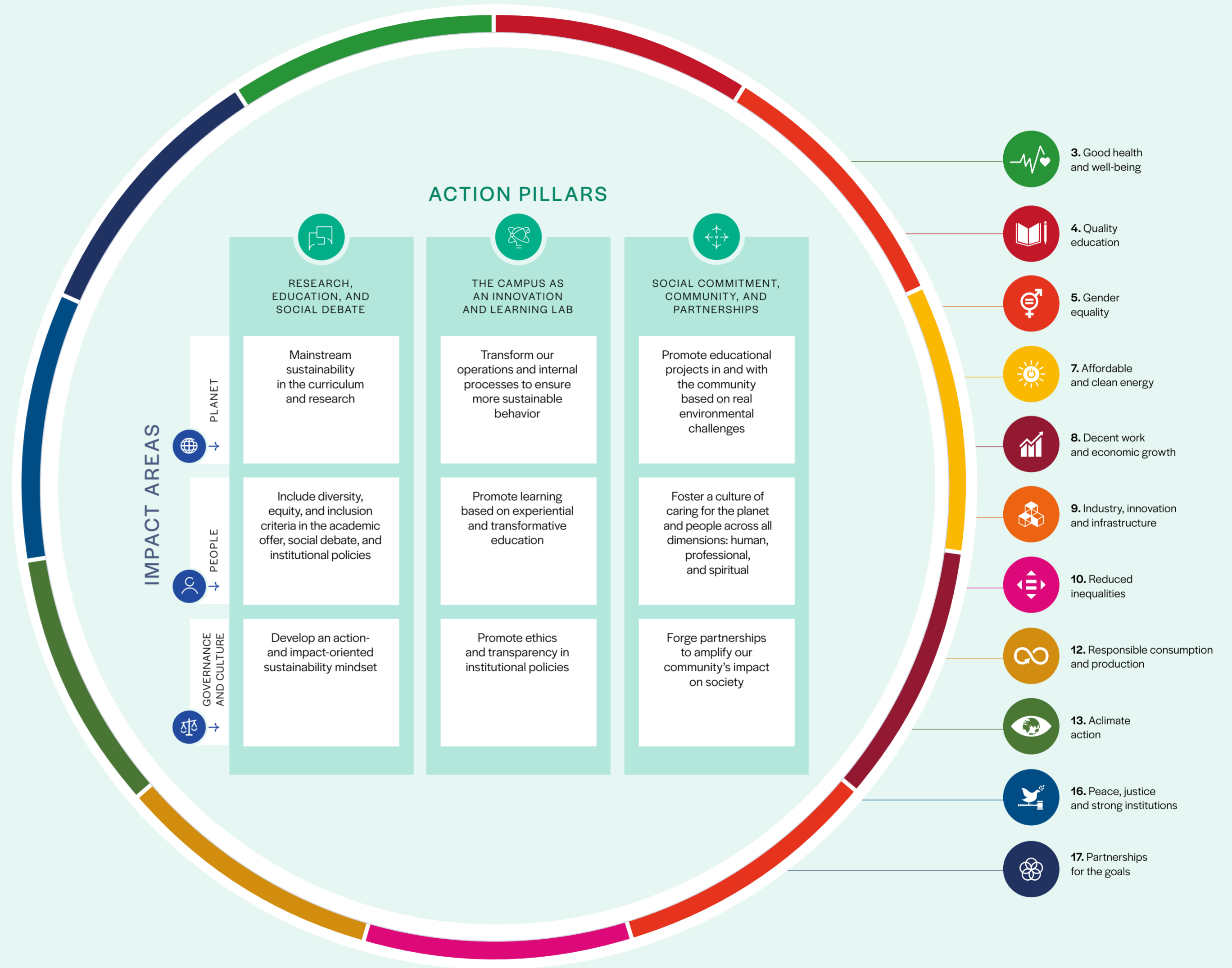
Shown below is Esade's sustainability model, designed with the aim of contributing to the achievement of the United Nations 2030 Agenda and the SDGs most relevant to Esade's activity.

“As a fourth-year BBA student, I had the opportunity to be president of Oikos Barcelona, where I led high-impact initiatives that promoted sustainability and responsible education, including the organization of numerous events and helping to define Esade's sustainability action plan. I also had the privilege of speaking at the UNESCO World Higher Education Conference, along with deans from other business schools and the Head of PRME, to highlight the essential role of business schools in driving social impact and promoting curricular change.”

Laura Nestares, fourth-year BBA student

“The Sustainability Plan showcases and publicizes many of the initiatives that Esade had already been doing for some time, while also endowing the institution with greater ambition and strategic priority.”

Enric Bartlett, associate professor of Public Law, Esade Law School



03 CHAPTER THREE

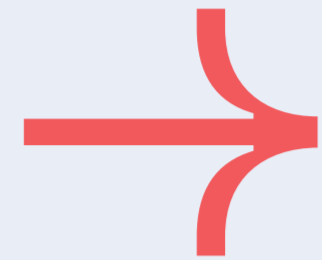
Research, education, and social debate

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COMMITMENT 1



- 3.1. Our educational mission: impactful and humanistic leadership
- 3.2. Mainstreaming sustainability across our curricular offer
- 3.3. Ensuring the presence of sustainability in our research and social debate



We mainstream sustainability across the three key dimensions of our activity.

Commitment



We will comprehensively **mainstream sustainability across all dimensions** of our activity:

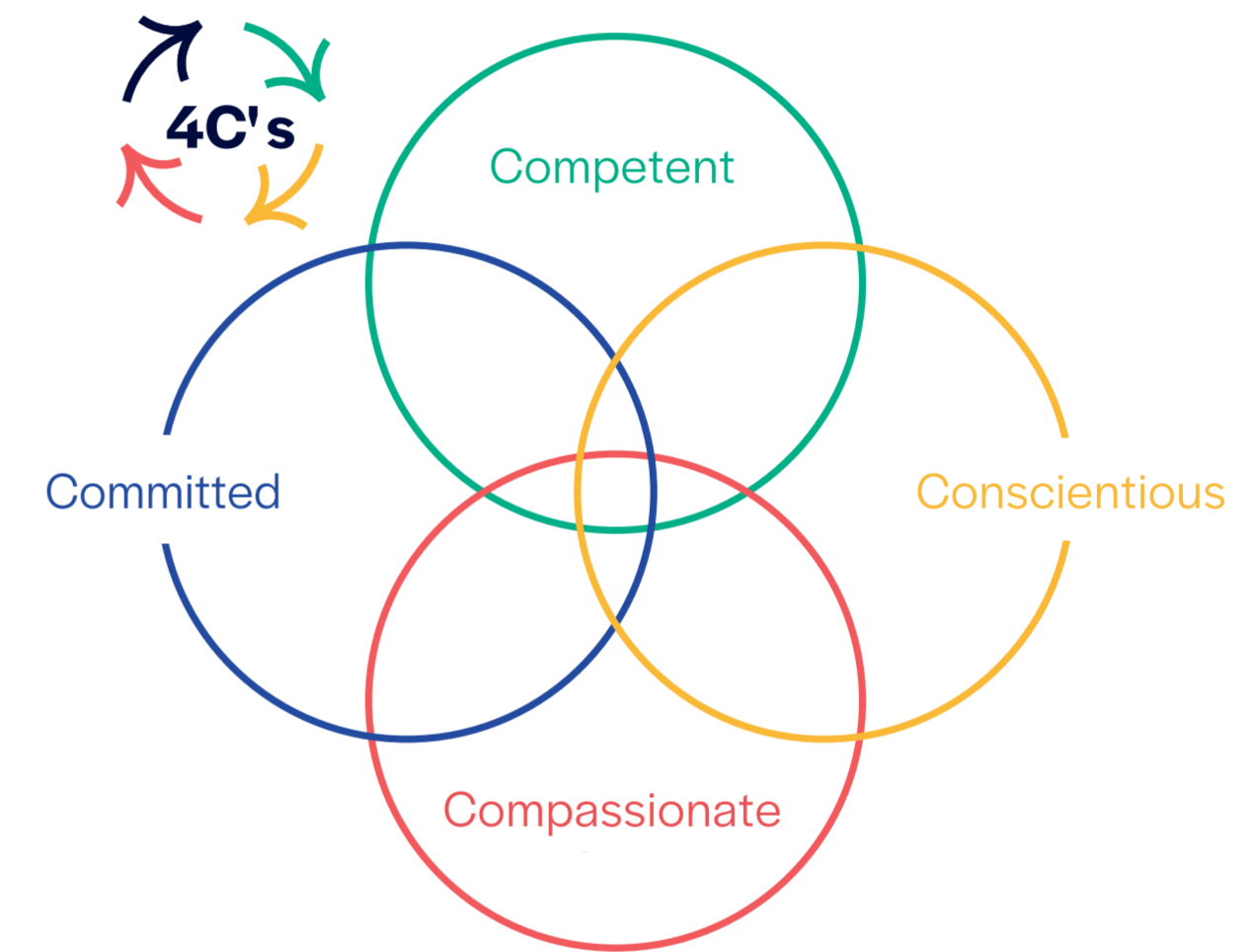
Specific Objectives



1. **Mainstream sustainability in our curricular offer.**
2. Guarantee that **sustainability is present in all areas** of research and social debate.
3. Provide the **necessary resources** to incorporate sustainability, **promoting incentive policies.**

3.1. Our educational mission: impactful and humanistic leadership

Through our educational model, based on Ignatian pedagogy, we aspire to **train people and professionals who stand out for their technical and personal excellence**: people and professionals who are competent, conscientious, compassionate, and committed.



Competent	Conscientious	Compassionate	Committed
To address professional, social, and human problems.	About ourselves and the real world.	Towards others, through empathy and solidarity.	To social and political transformation, for a fair and socially and environmentally responsible society.

In addition to incorporating digital and innovative methodologies, our pedagogy is experiential and accompanied by in-depth reflection, key aspects to develop critical-thinking and decision-making skills.

Highlighted below is one of the Executive Education programs that promotes the development of humanistic leadership, aimed at understanding society's future challenges and fostering a commitment to finding solutions for them.

Vicens Vives Programme: values, commitment and leadership

The Vicens Vives Program, named after the historian Jaume Vicens Vives (1910–1960), was launched in 2002 by the Executive Education Unit. More than 400 people have participated in its 13 editions, including public-, private-, and third-sector professionals, politicians, and union representatives.

The program fosters a learning process that develops participants' potential on three levels: intellectual, professional, and human. To this end, it:

→ Presents knowledge that encourages reflection, dialogue, and exchange on the most pressing local and global issues.

→ Fosters understanding of society's future challenges among participants in the framework of the new supranational realities and the current context of interdependence and globalization.

→ Develops various skills for working alone (reflection, self-knowledge, etc.) and with others (communication skills, teamwork, etc.).

→ Encourages the crystallization of a generational commitment by participants, raising their awareness of their generation's characteristics and role.

Esade's greatest impact on society is that generated by its alumni through the practice of their profession. The report attached to the **Business School Impact System (BSIS)** label awarded by EFMD in September 2022 praised Esade for its integration of corporate

social responsibility and sustainable development into its curricula and the special emphasis it places on collaborative work, key aspects in the **development of responsible leaders.**

3.2. Mainstreaming sustainability across our curricular offer

As an educational institution, we make our greatest contribution to and impact on society through the professionals we train. In addition to integrating sustainability into our management (environmental, people, community, and governance structures), we thus aspire to make it an essential part of our academic activities and programs. As proof of this commitment, Esade signed up to the **Principles for Responsible Management Education (PRME)** in 2007, prompting it to align its methodology, curriculum, and academic model with the principles and values of responsible management set out in this United Nations global initiative.

All our academic programs include compulsory and elective subjects with content related to sustainability, ethics, and/or corporate social responsibility.



Esade has set the target of ensuring that

75%
of compulsory subjects at the Business School and Law School include content related to sustainability, ethics, and/or social responsibility by the 2025-2026 academic year.

3.2.1. Breakdown of subjects on ethics, CSR, and sustainability in our Business School and Law School programs

In recent years, **specific subjects on sustainability** have been included in all Esade Business School and Law School programs. The data from the 2022-2023 academic year also show progress on the **mainstreaming of sustainability across all compulsory subjects**, which, in the Business School, account for between 46% of the Bachelor's in Business Administration (BBA) and 100% of the Full-Time MBA and, in the Law School, between 16% of the Bachelor's in Law and 28% of the Double Degree in Business Administration and Law.

Number of subjects with sustainability-related content in Business School programs

→ 2022-2023

Subjects with sustainability-related content in Business School programs	Specific compulsory subjects on sustainability	Compulsory subjects with sustainability-related content	Specific electives on sustainability
BBA: Bachelor's in Business Administration	1	8 (46% of compulsory subjects)	31
MIM: MSc in International Management	4	7 (54% of compulsory subjects)	26
Full-Time MBA	3	34 (100% of compulsory subjects)	15
Total	8	59	72



Some of the subjects offered in the 2022-2023 academic year include:

- Global Environmental Challenges and the Business Response (BBA)
- Re-Imagining Capitalism: Alternatives for the 21st Century (BBA)
- Fundamentals of Sustainability and Circular Economy in a Holistic Context (BBA)
- Branding and Marketing for Sustainability (BBA)
- Ethnographic Sensibility as a Tool for Social Change (BBA)
- Business in Society (MSc)
- Green Finance (MSc)
- Conscientious Marketing and MarTech Ethical Challenges (MSc)
- Sustainability and Corporate Social Responsibility (MSc)
- Impact Measurements and Analysis (MSc)
- Business, Government and Society (MBA)
- Managing Ethics & Social Responsibility (MBA)
- Building Conscientious Brands (MBA)
- Responsible Business (MBA)
- Managing Sustainable Impact (MBA)
- Racial In-Justice (MBA)

Number of subjects with sustainability-related content in Law School programs

→ 2022-2023

Subjects with sustainability-related content in Law School programs	Specific compulsory subjects on sustainability	Compulsory subjects with sustainability-related content	Specific electives on sustainability
GED: Bachelor's in Law	2	7 (16% of compulsory subjects)	14
GBD: Double Degree in Business Administration and Law	2	5 (28% of compulsory subjects)	14
GDL: Double Degree in Law and Global Governance, Economics & Legal Order	3	12 (23% of compulsory subjects)	16
GEL: Bachelor's in Global Governance, Economics & Legal Order	3	9 (24% of compulsory subjects)	7
Total	10	33	51

Additionally, in recent years, we have supplemented this training with an innovative new multidisciplinary bachelor's degree program on entrepreneurship and impactful business, the Bachelor's in Transformational Leadership and Social Impact (BITLASI), and the Master of Science in Sustainability Management.



● Bachelor's in Transformational Leadership and Social Impact (BITLASI)

Launched in 2022, this bachelor's degree program in entrepreneurship and business seeks to help students become active change agents who make a social impact. It is a multidisciplinary program covering three fields of knowledge: business, humanities, and technology. The program's main aim is to provide students with the knowledge, cognitive skills, and tools they need to create triple value (environmental, social, and economic) in any project they may undertake in their professional future.






● MSc in Sustainability Management

Launched in 2023, this program equips students with the necessary knowledge, skills, and competencies to understand the challenges facing the world and companies. Students learn to identify risks and opportunities and develop disruptive strategies to implement solutions that make a positive impact, on both the company and society and the environment. The goal of the MSc in Sustainability Management is to develop action-oriented professionals capable of both creating new impactful companies and transforming existing ones, with the aim of contributing to sustainable development.

3.2.2. Sustainability and social impact training for executives, managers, and board members

Special attention should be called to the new Open, In-On, and Custom programs on the SDGs, ESG, CSR, and Diversity and Inclusion. The following table shows some of the highlights of the current educational offer.

	 Partners	 Open Programs	 Institute for Social Innovation training programs
Select programs from the 2022-2023 academic year	<ul style="list-style-type: none"> → Partners ESG Program for Board Members, with PwC → “Promociona” Program, with the CEOE → “Progresa” Program, with the CEOE → Program for Women Board Members, with ADV → LEAP Program with Yale 	<ul style="list-style-type: none"> → Business Leadership for Sustainability: Strategic Integration of the 2030 Agenda and ESG Criteria → Circular Economy (Open In-On) → Sustainable Management and the 2030 Agenda (Open In-On) → Transformation and Reporting toward the Impact Economy (Open In-On) 	<ul style="list-style-type: none"> → NGO/NPO Leadership and Management Program → Leadership and Social Innovation Program → Esade-PwC Social Leadership Program



“I chose this program on strategic integration of the 2030 Agenda because it was very important for our organization to have a very clear grasp of the SDGs and link them to our strategy. I thought it would help me gain perspective, and it did.”

Eulalia Devesa, CSR Director, ISS Facility Services Spain, participant in the Business Leadership for Sustainability: Strategic Integration of the 2030 Agenda and ESG Criteria program

[VER LINK](#)

3.3. Ensuring the presence of sustainability in our research and social debate

3.3.1. Research in ethics, CSR, and sustainability: an institution-wide commitment

Esade is committed to advancing knowledge through rigorous research in management and law. Our research units include more than a hundred professors with a wide range of expertise. Research on ethical, corporate responsibility, and sustainability issues is conducted across the institution. In the **2022-2023 academic year, 61 publications addressed these topics, equal to 39% of the institution’s total publications.**

Publications on ethics, corporate responsibility, and sustainability	2018- 2019	2020- 2021	2022- 2023
Number of papers with an IF on ethics, sustainability, and/or CSR topics	20	26	34
% of total papers with an IF	28%	31%	44%
Number of peer-reviewed papers on ethics, sustainability, and/or CSR topics	12	12	14
% of total peer-reviewed papers	26%	33%	37%
Number of book chapters on ethics, sustainability, and/or CSR topics	10	18	6
% of total book chapters	40%	55%	21%
Number of books on ethics, sustainability, and/or CSR topics	4	3	7
% of total books	40%	33%	58%
Total publications on ethics, sustainability, and/or CSR	46	59	61
% of total publications	30%	36%	39%

Source: Esade Research Yearbook

Our professors and researchers are at the forefront of research and development on sustainability and ESG criteria topics in their respective fields. The following articles, published during the 2022-2023 academic year are highlighted below.

Highlighted Articles

Casasnovas Cavestany, Guillermo (2023): “When States Build Markets.” *Organization Studies*, 44(2): 229-252.

The role of government is key in the creation of new markets, whether through new legislation, direct investment in certain companies or sectors, or its capacity to convene new players. This article explores the rise of impact investing in the United Kingdom (2000–2015) and concludes that policy support had both positive effects (driving supply and demand) and unintended consequences (contestation from the social sector). The study shows that top-down policies – e.g., support for the dominant logic, reinforcement of existing hierarchies, optimistic rhetoric – can be a double-edged sword, especially in markets emerging at the intersection of the financial and social sectors.



Ocampo, Anna Carmella; Chen, Y.; Restubog, S. L.; Wang, L.; Decoste, A. (2023): “A cross-lagged longitudinal investigation of the relationship between stigma and job effectiveness among employees with HIV.” *Journal of Applied Psychology*, 108(6): 889-904.




Despite increased access to effective treatments and organizational support, people living with HIV are still marginalized in the labor market. They are stigmatized for being perceived as infectious, immoral, and promiscuous. Using longitudinal data from surveys of 225 employees with HIV, this paper finds that stigmatization causes them to feel shame and sadness at work, even further hindering their ability to be productive and useful members of their organizations. However, it finds that employees with high self-esteem and CD4+ cell counts (i.e., with high immunity) can withstand the negative effects of stigmatization. These findings open avenues for people with chronic and highly stigmatized medical conditions to continue to be effective on the job.

Research on sustainability has come a long way, and I am happy and inspired to be part of that journey. This research establishes the foundations of our effort at Esade to provide our students across all programs with the skills and knowledge to manage and navigate the complex sustainability challenges that businesses face today.


Tobias Hahn. Professor at the Department of Society, Politics and Sustainability

3.3.2. Knowledge units and their social impact

Within Esade’s knowledge units, **four centers in particular are dedicated to researching, driving, and generating social debate on issues related to sustainability, ethics, CSR, innovation, and social impact.** Their most important activities, reports, and initiatives are shown below.



LeadershipS and Sustainability Chair



Featured activities	Featured report
<p>→ United Nations Sustainable Development Goals Observatory (SDG Observatory). Monitoring of the implementation of the 2030 Agenda by a large and sectorally representative group of Spanish companies.</p> <p>→ Program for reflection and debate: “The Món Sant Benet Annual Leadership Conference.” This conference aims to promote reflection, from a strategic perspective, on issues related to the exercise of leadership today.</p>	<p>6th SDG Observatory Report: Spanish Companies’ Contribution to the SDGs: Driving Sustainability in a Multi-crisis Environment. This report analyzes the main challenges for the energy transition and achieving the 2030 Agenda in a context marked by the war in Ukraine and an increasingly multi-crisis (climate, environmental, socioeconomic, and geopolitical) environment.</p>

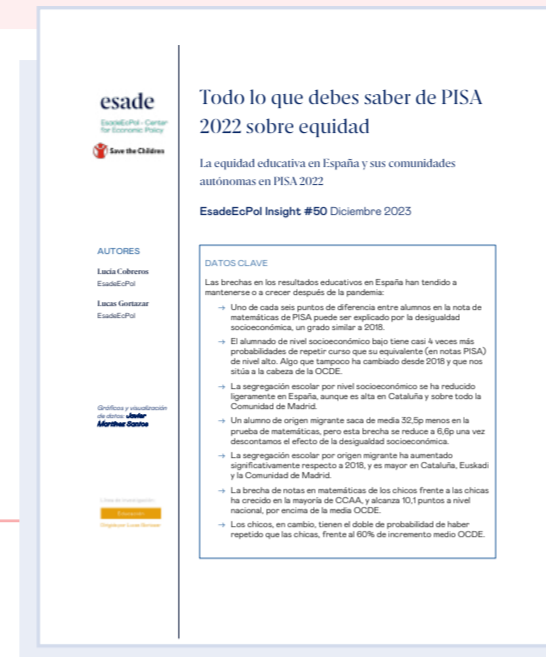


Esade Center for Economic Policy (EsadeEcPol)

Featured activities

- **NextGenEU Observatory.** Conducting of studies based on high-resolution data on the progress of the NextGenerationEU funds in Spain, which are linked to sustainability and equity goals, to produce knowledge to improve the use of these funds and enable a better understanding of the processes involved in their implementation by companies.
- **Evaluation and proposals for improvement in the design of decarbonization policies.** In-depth analysis to identify the causal effect of core policies regarding decarbonization of the economy (transport and energy) and development and design of methodologies to improve these policies, including aspects related to equity and economic efficiency to ensure a fair and effective transition.

Featured report



Everything you need to know about PISA 2022 and equity: Educational equity in Spain and its autonomous regions in PISA 2022. This report assesses the state of equity or equality of educational opportunities in Spain and its autonomous regions based on a unique, detailed, and original analysis of the PISA 2022 microdata, including a comparison with the data from previous editions.

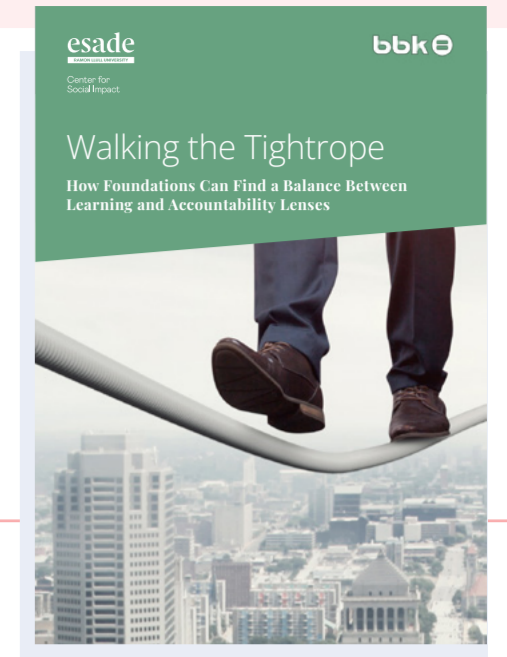


Esade Center for Social Impact (ECSI)

Featured activities

- **Community of practice in impact measurement and management.** Since November 2020, the Esade Center for Social Impact and BBK have brought together a group of professionals from foundations across Europe seeking to increase their level of transparency and share and exchange knowledge about impact measurement and management.
- **Social Impact Career Guide,** in collaboration with Esade Careers. Guide for students offering a detailed overview of career options in the field of social impact and preparing them for their future career paths.

Featured report



Walking the Tightrope: How Foundations Can Find a Balance Between Learning and Accountability Lenses. This report contains key takeaways and case studies from the second year of the Spanish and European communities of practice in impact measurement and management.



Institute for Social Innovation

Featured activities

→ **Decent Housing Observatory.** Analyzes and shines a spotlight on the different social challenges posed by housing from a social, international, and intersectoral perspective. The goal is to create, share, and disseminate knowledge on this field, while at the same time encouraging social debate, reflection, and learning.

→ **Study: Hybrid workspaces: Leadership and team management.** Analyzes the future of workspaces and corporate culture in a hybrid work model and how to adapt talent management policies to create a space of well-being in this new context.

Featured report



Systemic change from NGOs: Driving advanced multi-sector partnerships. This report offers practical recommendations and tools to facilitate the adoption of a systemic approach, which is necessary for NGOs to achieve large-scale, sustainable social progress.

→ **Center for Corporate Governance.** Coordinates and promotes basic and applied research, preparing reports and conducting studies from a practical and empirically based perspective in the following fields: shareholders, investors, and other stakeholders; administrative and governing bodies; and regulation (hard law) and recommendations (soft law).

→ **Center for Public Governance (EsadeGov).** Contributes to improving governance and responsible leadership in the public sector. It has more than thirty years of experience providing training in governance, leadership, and public management to civil servants. More than 3,000 public managers have been trained and benefited from its executive programs since 1998, and some 60 international partners have participated in European competitive research projects, making a regional, national, and international impact.

3.3.3. Promoting social debate

At Esade, we facilitate and support **dialogue and debate** between educators, businesses, the government, consumers, the media, civil society organizations, and other stakeholders on critical issues related to global social responsibility and sustainability.

To this end, over the 2022-2023 academic year, Esade promoted and organized 88 events, including 26 on sustainability.

Events and social debates (in person and online)

88

Number of events

8.000

Number of attendees



Esade also has **other knowledge units** that address environmental, social impact, and good governance issues, in particular:

Other knowledge units

→ **Center for Global Economy and Geopolitics (EsadeGeo).** Conducts research on economic globalization and its interactions with geopolitics and global governance, creating knowledge about the links between business, economic, and social leadership, social realities, and global governance.

D4 CHAPTER FOUR

The campus as an innovation and learning lab

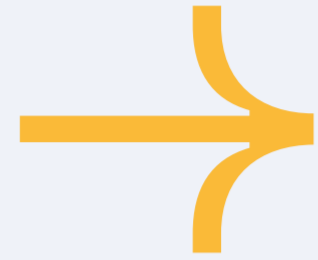
CHAPTER CONTENTS

COMMITMENT 2





- 4.1. Transformative education
- 4.2. Using our campus as a learning lab to foster the development of a new sustainability mindset in our community
- 4.3. Promoting learning based on experiential and transformative education





We aspire to make our campus a place for co-creation and learning for social and sustainable innovation.

Commitment 	Specific Objectives 
<p>We will make our campus a benchmark learning lab for sustainability matters.</p>	<ol style="list-style-type: none"> 1. Use our campus as a learning lab to foster the development of a new sustainability mindset in our community. 2. Promote learning based on experiential and transformative education.

4.1. Transformative education

The main goal of making the campus a laboratory for innovation and learning is to provide a safe environment and the necessary stimuli for the members of the Esade community to step out of their comfort zone, cultivate critical thinking, hone their cognitive and emotional skills, and integrate everything they have learned and experienced into their decision-making. These goals are inspired by the Ignatian pedagogical paradigm of a **transformative education based on experimentation, reflection, and action.** With this model, our activities and programs enable students to:

1	2	3
<p>Question the status quo and frames of reference, preparing themselves for change.</p>	<p>Assess their values and assumptions and how they actively contribute to achieving shared goals and creating shared value.</p>	<p>Challenge the way they think, are, feel, and act: Sustainability involves becoming aware of personal values and cultivating empathy and co-responsibility to address social and environmental challenges meaningfully and with purpose.</p>

Some of the most important initiatives and programs illustrating how these principles translate to action and change are highlighted below.

4.2. Using our campus as a learning lab to foster the development of a new sustainability mindset in our community

4.2.1. Open innovation educational projects to solve interdisciplinary social or environmental challenges: Rambla of Innovation, Fusion Point, and the Challenge-Based Innovation (CBI) program

The **Rambla of Innovation** is where Esade's learning, innovation, and entrepreneurship ecosystems come together. In an environment of experimentation and creation, the Rambla facilitates connections between academia, the business community, government, and social entities with the aim of tackling social and environmental challenges. In addition to connecting our students with purpose-driven companies and organizations, the Rambla of Innovation enhances the innovation of Esade's education model, enabling it to meet new real-life demands and future challenges through transformative practical experiences that foster the development of creative and entrepreneurial skills in a multicultural environment oriented toward making a positive impact.

One of the Rambla of Innovation's most notable academic initiatives is **Fusion Point**, which encourages applied research and new teaching methodologies based on solving real-life challenges. In this regard, the **Challenge-Based Innovation** program is an example of how higher education improves the lives of people around the world.

Challenge-Based Innovation (CBI)

Delivered annually since 2014, this innovative program consists of 15 weeks of workshops, seminars, teamwork, coaching sessions, and meetings with scientist owners of CERN-developed technologies.

The Esade students who participate in the program help develop solutions for societal challenges and work with students from other disciplines: telecommunications and electronic engineering (from Universitat Politècnica de Catalunya · Barcelona Tech (UPC)) and design (from the Istituto Europeo di Design – European Design Institute (IED Barcelona)).



Fusion Point in figures

Fusion Point: key data from the 2022-2023 academic year

Challenge-Based Innovation for Artificial Intelligence (CBI4AI)	<ul style="list-style-type: none">  6 teams  7 mentors  34 MSc students
Challenge-Based Innovation (CBI)	<ul style="list-style-type: none">  6 teams  6 mentors  27 Full-Time MBA students
Technology for Social Innovation (TeSI)	<ul style="list-style-type: none">  6 teams  5 mentors  26 MSc students
Technology for Social Innovation Summer Program	<ul style="list-style-type: none">  3 teams  2 mentors  16 students
Challenge-Based Innovation Terraforming Pilot	<ul style="list-style-type: none">  2 teams  4 mentors  4 students
Creativity	<ul style="list-style-type: none">  30 teams  2 mentors  180 Full-Time MBA students
Cupra Open Challenge	<ul style="list-style-type: none">  7 teams  7 mentors  54 students
Innovation through Design Thinking (Multidisciplinary, MSc students)	<ul style="list-style-type: none">  8 teams  2 mentors  47 MSc students
ESAN and Esade Summer School Creativity Course	<ul style="list-style-type: none">  17 teams  more than 100 students

9

Total academic programs

85

Total multidisciplinary teams

23

Total mentors

Impact on five SDGs



“CBI is a unique and transformative experience. Not only does it help you understand how to approach a challenge in the field of sustainability, such as air pollution, but it also teaches you empathy, teamwork, and the importance of iterating and validating ideas to find an economically viable solution that also improves people’s lives and the environment.”

Thomas Waisman, MBA 2023 student in the Fusion Point CBI subject

“The value of this method is that it brings together people, technology, and sustainability, which tends to result in unexpected solutions.”

Nanita Ferrone, director of Esade Fusion Point

4.2.2. Entrepreneurship projects and start-ups with a social and sustainable impact: the eWorks Accelerator Program and Esade BAN

eWorks is Esade's start-up program and is considered a reference point for entrepreneurs eager to make a positive impact on society. The program offers various activities for entrepreneurs in different stages of the business development journey (inspiration, incubation, and acceleration).

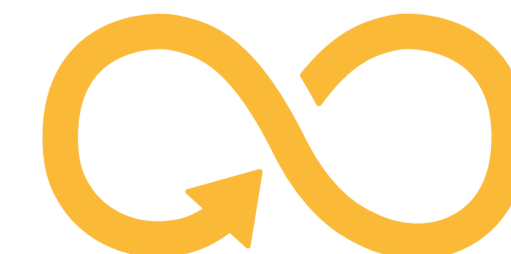
In the acceleration stage, the four-month hybrid eWorks Accelerator program helps entrepreneurs jumpstart businesses based on validated ideas. Since its launch in 2012, there have been 13 editions of the acceleration program, with more than 320 start-ups created by more than 350 co-founders and more than 3.5 billion euros in investments raised. Esade has a major **local, regional, and international impact** through this development of the business network.

In particular, the **OWaste Accelerator** is a program intended to support high-growth ideas that promote sustainability with a specific focus on waste management and its transformation into raw materials. The program is part of the CircularB30 regional specialization and competitiveness project, funded by the Catalan government and managed by eWorks and the Esade Center for Social Impact. The eWorks OWaste Accelerator vertical had 11 projects, 16 participants, and 13 mentors over the 2022-2023 academic year.



Esade BAN is the Esade Alumni investor network, a meeting point for investors and innovative start-ups with big growth potential. Esade BAN holds around 20 investment forums each year for investors and entrepreneurs to promote, encourage, and channel investment. In 2022, 3.1 million euros were invested in 25 new projects by a total of 250 investors. Of these 25 projects, 9 were social impact projects.

Esade BAN	2019	2020	2021	2022
Investment (in €M)	2,3	2,7	3,8	3,1
Start-ups funded	31	16	27	25
Projects attended	445	391	403	481
Business angels	202	214	223	250



4.3. Promoting learning based on experiential and transformative education

4.3.1. Experiential education focused on social impact: service learning (SL)

At Esade, we define service learning (SL) as a teaching and learning methodology where students perform an actual service to the community and engage in critical reflection on their values with a focus on promoting social justice.

Through this methodology, we offer a transformative educational experience, based on collaborative work with, for, and in the community, to contribute to the common good by solving social and environmental challenges, putting the most relevant knowledge acquired in the classroom into practice. In recent years, we have substantially expanded our offer of SL subjects, which currently number 14 and have 591 students.

Students who take these subjects are in a position to:

1. Explore in depth the **connection** between the competent practice of their profession and the responsibility to contribute to social improvement.
2. Strengthen their **service orientation** through their academic experience, connecting a real need from their community with the commitment to a concrete action to meet it.
3. Develop the **capacity for leadership linked to service to others** with awareness of their responsibility as citizens of a society that should aspire to equity among its members as a core value.
4. Gain **awareness** of the cross-cutting nature of contemporary problems, of the importance of connections and the relationships between the various social strata and the need for a change in personal and general attitude.



Because without a fundamental change in human values, social transformation is not possible.

Evolution of subjects following the SL methodology and number of students taking them

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
No. of subjects with SL	3	4	9	10	14
No. of editions	6	7	12	14	23
Total students in subjects with SL	80	146	269	232	591

Subjects using the SL methodology



* Training in Social Leadership

Shown below are two examples of impact in subjects using the SL methodology.

→ Building Knowledge: A New Paradigm to Educate Refugee Women (GED)

This subject offers students a diverse work experience with managers and employees of ADP, a multinational corporation that provides human resource solutions to companies and leads a social responsibility program in which employees train refugee women so they can access jobs.

With the support of experts, Esade students are responsible for designing the courses that the company's employees will teach to the refugees. To this end, the students are immersed at the company to learn from its culture and the experience of its managers and employees. At the same time, they work with the NGO that supports the refugee women in preventing and eradicating conditions of inequality, providing them with training on their rights.

[VER LINK](#)

"I recommend that everyone take this subject. I will remember the lessons I learned my whole life and will certainly apply them in my career."

Helen Liu, second-year BBA student in the Value-Based Leadership subject

→ Digital Tech Inclusion (BBA)

In this subject, students teach women at risk of social exclusion how to access the world of coding. This intervention is carried out with the help of Factoría F5, an organization specialized in helping people at risk of social exclusion reformulate their careers in the field of software development.

The Esade students help design and implement workshops to introduce participants to coding and software development and support them in their job searches on social networks (LinkedIn).

The subject places students in a socially disadvantaged environment and a different role – as instructors, rather than students, in a training process – thereby forcing them to develop adaptation skills and empathy.

4.3.2. SUD Internship, SUD Consulting and Together programs

Through the solidarity initiatives we carry out on campus, we aim to raise awareness and involve our community in social action activities. The SUD Internship and Together programs offer the Esade community the opportunity to collaborate with institutions and initiatives that seek to promote the fair development of people and the environment.

SUD Internship and SUD Consulting

The **SUD Internship** program offers undergraduate and MSc students the opportunity to collaborate professionally (as part of their curricular internship) on the work done by public and private organizations in the Euro-Mediterranean region or Latin America for a minimum of 12 weeks, following a training and selection process. It is a socially impactful experience in a high-commitment, high-involvement environment based on professional performance. At the end of the program, after more than a year of affiliation through the various stages, we work with the participants to help them integrate their experiences into their biographies (how this professional experience of solidarity shapes them as people and affects their future decisions).

Over the 2022-2023 academic year, 59 students traveled to 12 countries to carry out 35 entrepreneurship, social consulting, and legal aid projects.

SUD Internship and SUD Consulting programs (2022-2023)



Most important SUD Internship and SUD Consulting projects (2022-2023)

<p>Fundación Acción Integral Guamote (Guamote, Ecuador)</p>	<p>Fe y Alegría Paragua (San Vicente Pancholo, Paraguay)</p>	<p>Centro Juana Azurduy (Sucre, Bolivia)</p>
<p>Development of business model proposals for the sale of Guamote textile products based on an analysis of sheep and alpaca wool production capacity and a study of the demand for hand-crafted textile products in Guamote and Ecuador. A marketing plan for the TUPU Café coffee shop was also developed and implemented.</p>	<p>Carrying out of a study to measure the impact of access to education and of the education provided at seven Fe y Alegría schools in the department of San Pedro. A diagnosis was also performed of the marketing of dairy products from the Centro Agropecuario Kamba Rembe agricultural school, and organizational measures were proposed.</p>	<p>Legal empowerment and advocacy for victims of gender-based violence and conducting of a comparative study of gender laws in Bolivia and Spain.</p>



“[...] whatever my guiding light may be, it must steer my work toward making an impact on other people’s lives for the better. Because that is what motivates me to do my best.”

Cris Ruiz, BBA student, SUD Ecuador

“[...] even though sometimes it could be hard, especially emotionally and mentally, because of what we were seeing and hearing at work [...], most of the time it felt like a superlative experience.”

Marcos Muñoz, GED student, SUD Paraguay

Together

The Together program was launched in 2016 to provide opportunities for current students and alumni to work to strengthen productive initiatives based on the social and solidarity economy in developing countries.

Together program (2022-2023)

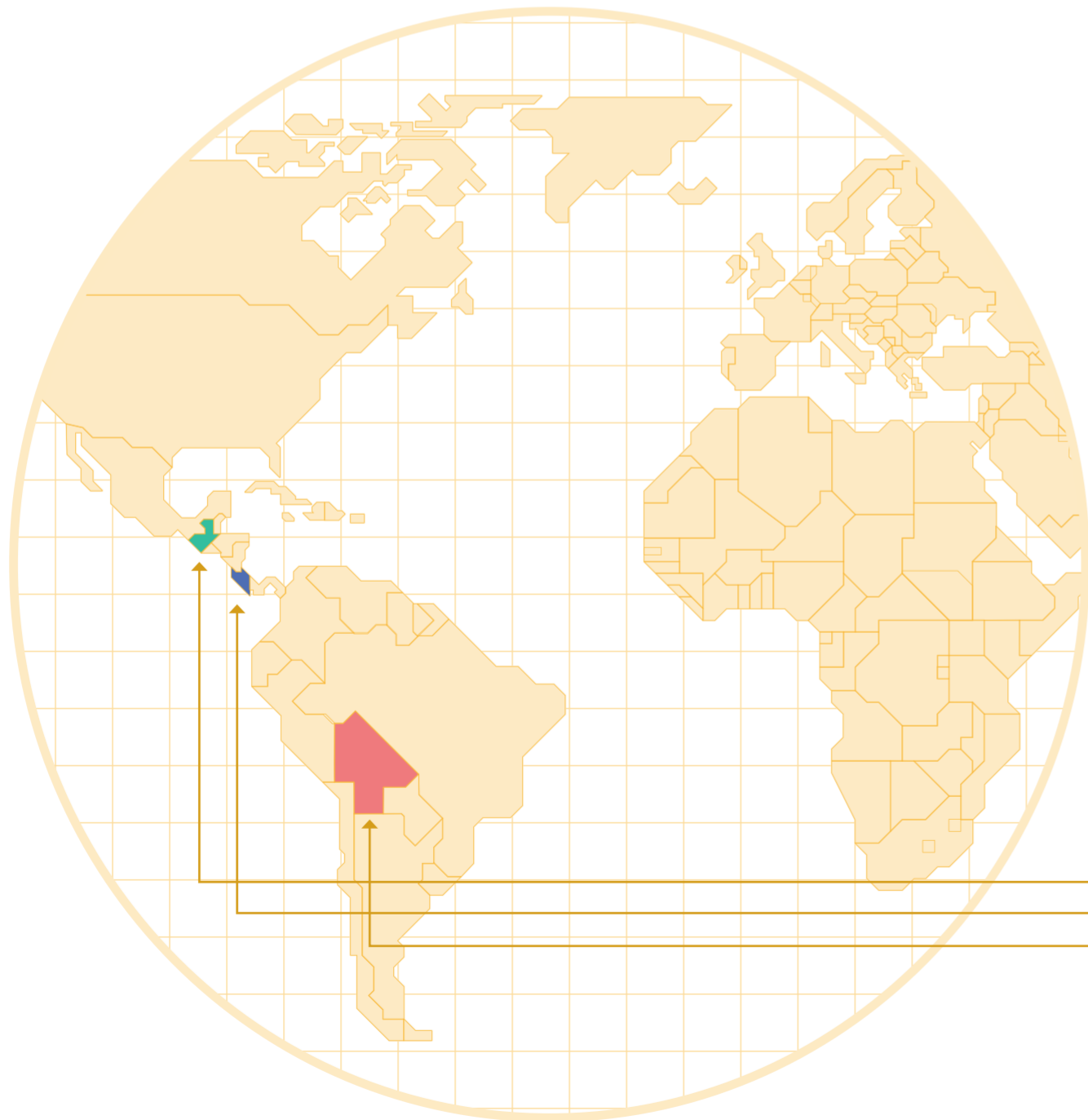
10

projects completed



21

alumni



Most important Together projects (2022-2023)

TECHO Project – Guatemala

TECHO Guatemala, made up of young local volunteers, aims to build emergency housing and implement community intervention projects to help overcome poverty in the country. The pro-bono consulting services sought to assist in the development of partnerships and support income diversification.

TECHO Project – Costa Rica

The organization's mission is to improve the quality of life and community development of people living in informal settlements through various projects related to the construction of permanent and emergency housing, food security, and electric lighting. The pro-bono consulting services sought to help TECHO Costa Rica optimize its processes in order to respond more quickly to emergencies.

Valleverde Project – Bolivia

The Valleverde company was founded to bring the vegetables produced by 72 families working at 224 greenhouses and 28 family-owned processing centers (FPCs) in the Bolivian highlands to local markets. The consulting provided through the Together program sought to optimize the internal processes in terms of operations, marketing, and finance.



4.3.3. Our students: student associations with social impact

As part of their educational experience, our students participate in multiple activities through different student associations. The associations related to sustainability issues and the main initiatives carried out are shown below.

Student associations

Empresa i Societat

Association that aims to raise awareness in the Esade community about different social realities, encouraging members to make a positive impact on society. It organizes volunteer work, talks, and fundraising events for charitable causes.

MAIN INITIATIVES 2022-2023

Launch of various initiatives (including several food and toy drives, a sustainable market, and promoting volunteering), positively impacting organizations such as **Mary's Meals, Hospital Sant Joan de Déu and Fundació Boscana.**

EsTalent: Esade Students for Talent

Association focused on promoting talent and equity in the Esade community. It holds events to develop students' potential and donates the proceeds to the Esade Scholarship Program.

MAIN INITIATIVES 2022-2023

3rd edition of the Law Competition:

Trial simulation by law students.

Parliament of the European Union

Simulation: Simulation in which students defended a climate change directive from the perspectives of the various European political parties.

Oikos Barcelona

Student association whose mission is to transform education by empowering students as change agents and raising awareness of sustainability-related opportunities and challenges.

MAIN INITIATIVES 2022-2023

PIR (Positive Impact Rating): Promotion of the PIR survey, which assesses business schools' impact. In the 2023 edition, 694 student responses were received.

Sustainable finance think tank: Organization of seminars on green bonds, ESG, climate change, etc., featuring professors from top universities and industry leaders to discuss possible solutions and ways to balance sustainability and financial decisions.

Energy & Environment Club

Association whose mission is to raise awareness among MBA students of the role of the energy sector. It works on current trends in the fields of oil and gas, renewables, and decarbonization.

MAIN INITIATIVES 2022-2023

Sustainability Actions Competition:

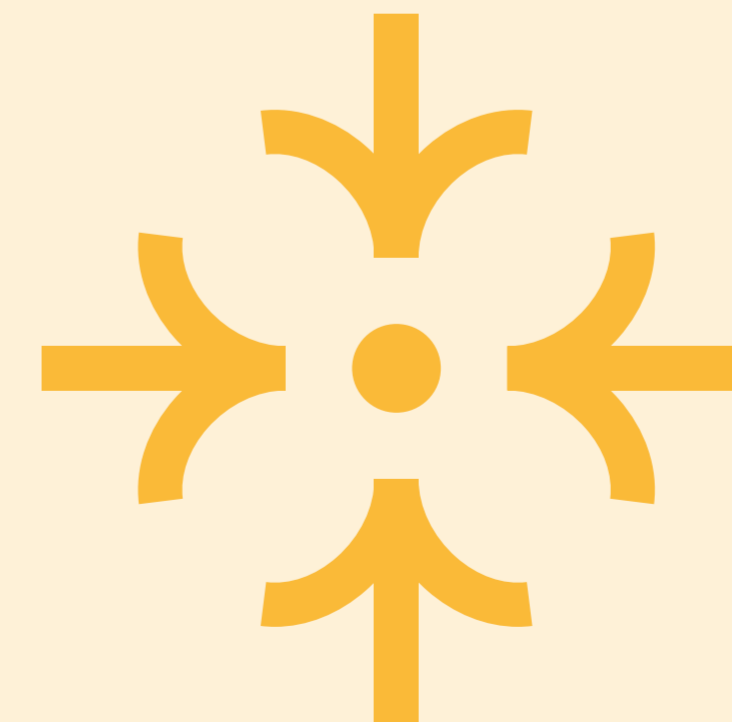
Organization of a competition between MBA colleagues during Sustainability Week 2023 to promote sustainable everyday habits.

Net Impact

Student association that aims to drive positive change in the global economy by raising members' awareness of sustainability.

MAIN INITIATIVES 2022-2023

Climate Fresk Workshops: Through this collaborative game, Esade students thoroughly mapped out the complexities of climate change, engaged in discussions about its numerous implications, and identified impactful individual and collective priorities.



05 CHAPTER FIVE

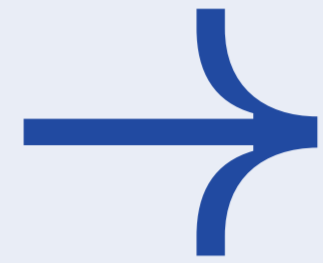
Community, social commitment, and partnerships to accelerate changes and amplify impacts

CHAPTER CONTENTS

COMMITMENT 3



- 5.1. An ecosystem of social and sustainable transformation
- 5.2. Raising awareness in our community to develop a sustainability mindset
- 5.3. Creating partnerships that help drive our sustainability strategy



We cultivate an ecosystem of change and co-create with our partners.

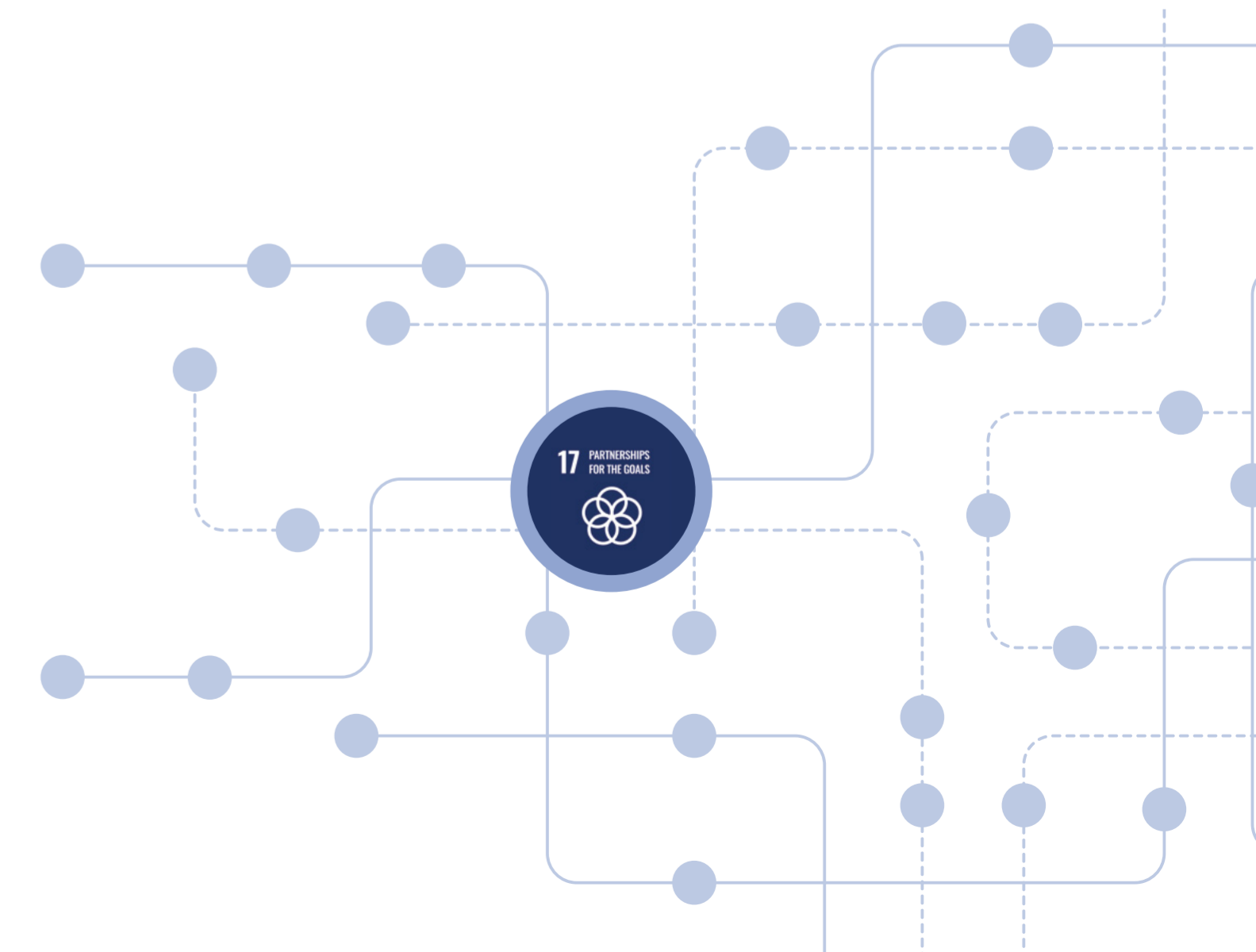
Commitment 	Specific Objectives 
<p>We will position the people from our community as true change agents to transform society and improve the planet by raising awareness and fostering partnerships.</p>	<ol style="list-style-type: none"> 1. Raise awareness in our community to develop a sustainability mindset and promote changes that positively impact the Sustainable Development Goals. Implement a communication strategy on sustainability issues targeted at the different internal and external stakeholders. 3. Forge partnerships that give added impetus to our sustainability strategy.

5.1. An ecosystem of social and sustainable transformation

Today's great challenges require collaborative solutions. To this end, at Esade, we inspire, raise awareness, and act to ensure that partnerships (SDG 17) are at the heart of everything we do. We actively listen to our stakeholders and create innovative, impactful solutions with them. Strategic partnerships are the vehicle that makes this possible.

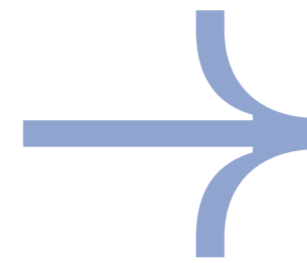
5.2. Raising awareness in our community to develop a sustainability mindset

Our commitment to building fairer and more sustainable societies is reflected not only in our training and social debate, but also in socially-minded initiatives and actions that allow us to live our mission and values as a community, contributing to the common good.



5.2.1. Alumni Social

Since Esade Alumni Social was founded in 2006, more than 3,400 alumni have actively volunteered at more than 400 nonprofit organizations, donating more than 137,000 hours to pro-bono consulting, advisory, support, and other knowledge-related volunteering activities, including 21 international projects to bolster the productive economy and improve livelihoods in developing countries.



Esade Alumni Social highlights (2022-2023)

Total participating volunteers (unique users)	Hours of pro-bono consulting	Social entities that received pro-bono consulting	Together program
 402 volunteers	 +17,000 hours of support	 45 entities	 4 new project Together
Volunteers participated in: <ul style="list-style-type: none"> → Giving-back Consultants → Solidarity Hackathon → Volunteer committees → Together program 	Hours of support to strengthen the third sector	<ul style="list-style-type: none"> → 27 in Barcelona → 6 in Madrid → 9 in other regions of Spain: Seville (2), Valencia, Saragossa, Majorca, Gran Canaria, Tarragona, Murcia, Vitoria, and 1 in Andorra → 2 international (Switzerland and Nepal) 	Projects to bolster the productive economy in developing countries. Specifically, 4 new projects were launched and 1 former project was resumed, involving a total of 13 new Spanish and international Esade alumni volunteers. Projects: <ul style="list-style-type: none"> → TECHO (Guatemala) → TECHO (Costa Rica) → Valleverde (Bolivia) → YomolA'tel (Mexico)

5.2.2. Pro bono and corporate volunteering initiatives

Pro bono initiatives and corporate volunteering actions are a unique opportunity for our community to empathize and collaborate with people, organizations, and institutions that allow them to broaden their skills and experience in the field of social cooperation. Outlined below are some of the most important initiatives from this academic year.

→ Volunteering with Fundació Èxit

Twice a year, the Esade community is offered the opportunity to participate in a volunteer program to support young people in socially vulnerable situations. It is a two-month experience in which young people boost their employability through motivation and career guidance.

→ Cooperation with Central American universities

In the framework of Esade's cooperation agreement with the Central American universities (UCA), a workshop on the "Inspirational Paradigm for Jesuit Business Education" was held in El Salvador in the 2022-2023 academic year. Facilitated by Esade professor Ramon García, the activity helped more than 40 professionals and academics from these institutions reflect on how to make the principles of the inspirational paradigm more present at their respective institutions.

→ #EsadeGoesPink

For World Breast Cancer Awareness Day, on October 18, a talk was offered with the oncologist Javier Cortés, who discussed the latest international clinical breast cancer trial with the attendees. As on previous occasions, all proceeds from the merchandise sold at the event were donated to Fundación Contigo.

"Participating as a coach in the Fundació Èxit project in Barcelona has been an incredible experience for me. Yanira, the young woman assigned to me as a coachee, had lost motivation and interest in continuing her studies. This experience, in which she has been able to learn about Esade and my work, has encouraged her to keep studying and enabled her to see the opportunity of a bright professional future."

Laura Bellorini, manager of Fusion Point



5.2.3. Implementing a communication strategy on sustainability issues targeted at the different internal and external stakeholders

In 2023, Esade carried out a **listening and engagement process with its internal stakeholders** to learn what they think about Esade's sustainable performance, the challenges and opportunities facing the institution, and the best way to communicate these issues inside and outside the institution. More than fifty people, including Esade staff, faculty, researchers, and students, participated in in-depth interviews and workshops to establish a diagnosis of the current situation and co-create future lines of action to reinforce the strategy and enable its mainstreaming across the organizational culture.

5.3. Creating partnerships that help drive our sustainability strategy

5.3.1. Networking

Esade has a very high impact on the regional ecosystem due to its **involvement in a rich and diverse network of alliances and partnerships** with companies from all industries, third-sector entities and foundations, government agencies, universities, and research centers located in Catalonia.

Esade staff are heavily involved in a wide range of associations in the region and in the business community. Esade also has an extensive network of alliances with universities around the world, making it a high-impact player in its region in terms of internationalization. For example, in the 2022-2023

academic year, Esade carried out exchange programs with 267 partner schools, 137 through the Business School and 130 through the Law School.

The Rambla of Innovation is also an ecosystem that **promotes innovation in entrepreneurship and social-impact projects**, enabling Esade students to strengthen ties with other change agents, other institutions, and civil society. Through its seven laboratories, students come into contact with companies and social institutions, with the aim of promoting meaningful, impactful entrepreneurship.

5.3.2. Partnerships and alliances

Esade is a member of various networks and alliances in the field of social responsibility that help promote and amplify its sustainability goals and strategy.

Esade has become increasingly active in the field of social responsibility and sustainability in the last twenty years, and it has acquired new commitments in the framework of various international organizations. The following networks stand out:

- *Principles for Responsible Management Education (PRME)*
- *United Nations Global Compact (UNGC)*
- *Spanish UN Global Compact Network (REPM)*
- *European Business Ethics Network (EBEN)*
- *Social Enterprise Knowledge Network (SEKN)*
- *Global Business School Network (GBSN)*
- *Inspirational Paradigm for Jesuit Business Education (International Association of Jesuit Universities task force)*

Select Rambla of Innovation projects in partnership with other organizations

HUB-B30

PARTNERS

- Universitat Autònoma de Barcelona
- UAB Research Park Foundation
- Fundació Eurecat
- Associació Àmbit B30

GOALS

Define a dynamic innovation ecosystem of collaboration between companies, research centers, universities, town councils, business organizations, trade union organizations, and governments to strengthen the industrial and technological area around the B-30 motorway in the El Vallès region and position it as one of the regions with the greatest innovative potential in Catalonia and southern Europe.

Corporate venturing: “Digital Garden”

PARTNERS

- Almirall (pharmaceutical company)

GOALS

Open innovation program to support new business projects tackling health-related social challenges.

Teach-BEAST (ERASMUS+ Cooperation Partnerships in Higher Education program initiative)

PARTNERS

- University of Information Technology and Management, Poland
- Alma Mater Studiorum, University of Bologna, Italy
- Polytechnic Institute of Portalegre, Portugal

GOALS

The project aims to develop and implement an innovative approach to teaching STEM subjects in non-technical degree programs.



06 CHAPTER SIX

Our commitment to the planet

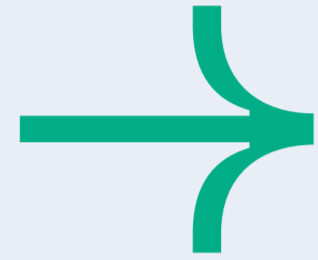
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- 6.1. A community actively engaged in the fight against the climate emergency
- 6.2. Becoming carbon-neutral in scope-1 and 2 emissions by 2024
- 6.3. Reducing scope-3 emissions

COMMITMENT 4

- 6.4. Acting in purchasing to regenerate the planet
- 6.5. Reducing energy consumption
- 6.6. Other important environmental management measures





Regenerating the planet: one of our basic areas of sustainable action.

Commitment 	Specific Objectives 
<p>We are firmly committed to taking action, educating and carrying out research to promote meaningful changes with a positive impact on our planet's regeneration.</p>	<ol style="list-style-type: none"> 1. Become carbon-neutral in scope-1 and 2 emissions by 2024 by offsetting GHG emissions we cannot reduce. 2. Reduce scope-3, mobility-related emissions by 33% by 2030 (compared to the baseline period: 2019). Implement changes in our procurement and purchasing processes to have a positive impact on our planet's regeneration. 4. Reduce energy consumption in our facilities by 15% by the 2025-2026 academic year (compared to the baseline period: 2019).

6.1. A community actively engaged in the fight against the climate emergency

The Esade community **strives to make constant improvements to reduce and optimize the consumption of resources** needed to carry out our activities and to minimize waste. To this end, we have made progress on the installation of photovoltaic panels and made improvements in the LED lighting and air conditioning, among other measures.

We are committed to continuing to work in this area and to demonstrating our interest in caring for the environment and to collaborating effectively with our stakeholders.

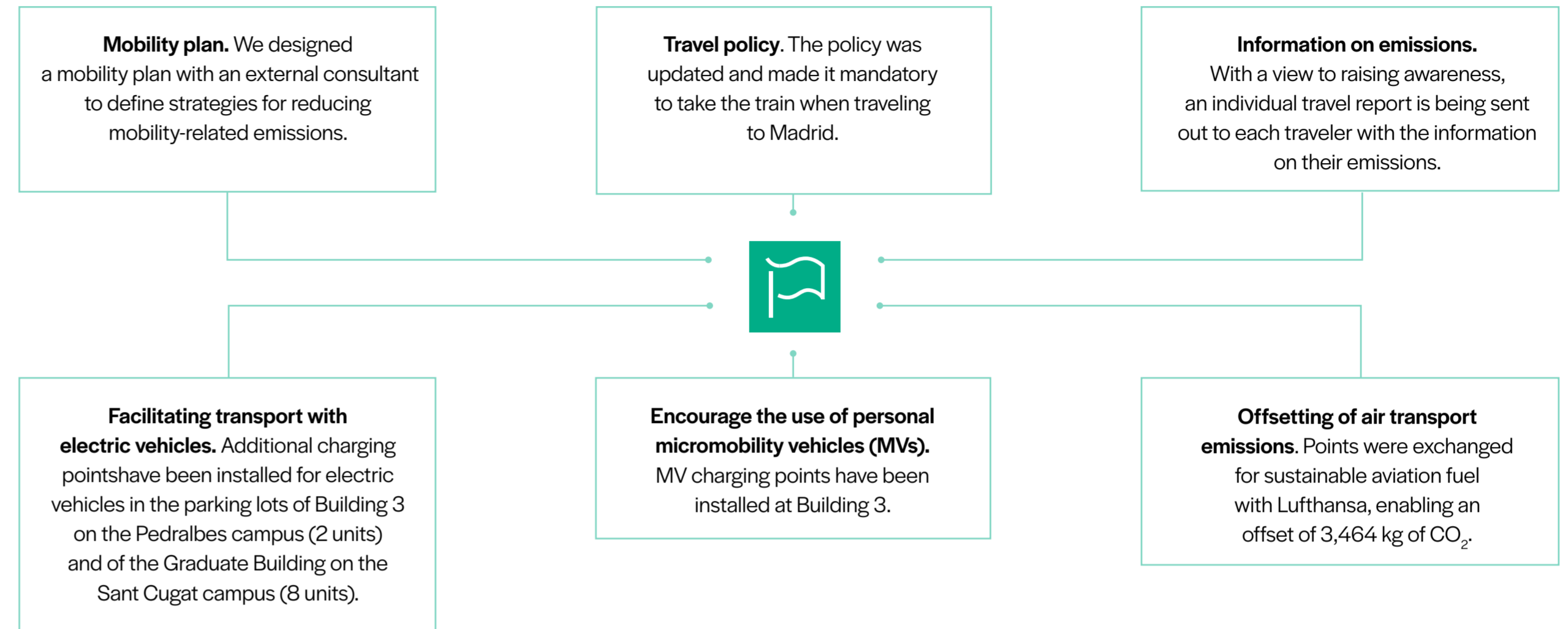
6.2. Becoming carbon-neutral in scope-1 and 2 emissions by 2024

The following actions were taken with a view to becoming carbon-neutral in scope-1 and 2 emissions by 2024:

- **Calculation of emissions.** Esade's scope-1 and 2 emissions were calculated as part of the Ramon Llull University (URL) Decarbonization Roadmap and Esade Carbon Footprint Calculation projects. The latter has been certified by **TÜV Rheinland**, and these emissions have been registered with the **Spanish Ministry for Ecological Transition (MITECO)**; we have also joined the URL **Voluntary Agreement** Program for the Reduction of Greenhouse Gas Emissions. We have continued to prioritize efforts to reduce emissions. Specifically, in the 2021-2022 academic year, we managed to **reduce scope-1 and 2 emissions by 84%** (compared to the baseline period: 2019).

- **Green energy investment projects.** We continue to promote investment projects in our facilities to strengthen our commitment: upgrading air-conditioning equipment, commissioning the photovoltaic panels on the Pedralbes and Sant Cugat campus buildings, switching to LED lighting, and installing presence-detection and climate-control systems.
- **Energy saving plan.** Over the academic year, we implemented an energy saving plan to adjust comfort temperatures, which has contributed to a 10% reduction in energy consumption per facility.
- **Energy purchasing.** We reinforced our commitment to **green energy consumption** in the new energy purchase negotiations.
- **LEED certification.** We began the assessment phase for LEED certification of the Sant Cugat campus.

Over the 2022-2023 period, we also achieved the following milestones:



6.3. Reducing scope-3 emissions



Reducing scope-3 emissions is one of the greatest challenges facing institutions because it is the area in which the largest percentage of emissions is produced, and they are not always under the control of the organization's policy. Nevertheless, Esade is working to reduce mobility-related emissions by 33%. This report provides the emissions data calculated for the 2021-2022 academic year, since at the date of preparation of this report, the data for the 2022-2023 academic year were not available. In the 2021-2022 academic year, we achieved **a 26% reduction in scope-3, mobility-related emissions** (compared to the baseline period: 2019) and a 51% reduction per student.

GHG Emissions (Tn CO ₂ eq)	Baseline year 2019	2020-2021	2021-2022 ^(*)	% variation baseline year	% variation previous academic year
TOTAL scopes 1 and 2^(*) (Tn Co ₂ eq)	2.041,789	329,321	327,187	-84%	-1%
TOTAL scopes 1 and 2/ student^(**)	0,314	0,044	0,035	-89%	-22%
Scope 3 (category 3)^(*)	6.639,60	2.483,65	4.716,02	-25,73%	90%
Scope 3/student^(**)	1,022	0,333	0,498	-51%	50%

(*) This report gives the estimated emissions data for the 2021-2022 academic year, since at the date of preparation of this report, the data for the 2022-2023 academic year were not available.

(**) Total number of Business School and Law School students and equivalent Executive Education program participants.

6.4. Acting in purchasing to regenerate the planet

The purchasing policy and the relationship with suppliers are essential to achieving greater involvement by our value chain in the objectives of decarbonization and regeneration of the planet. Our target is for 50% of the volume of purchases (by value) to be made according to ESG criteria by the 2025-2026 academic year. This is a very ambitious goal; in the 2022-2023 academic year, this figure stood at 21%. Therefore, over the 2022-2023 academic year, the following actions were carried out:

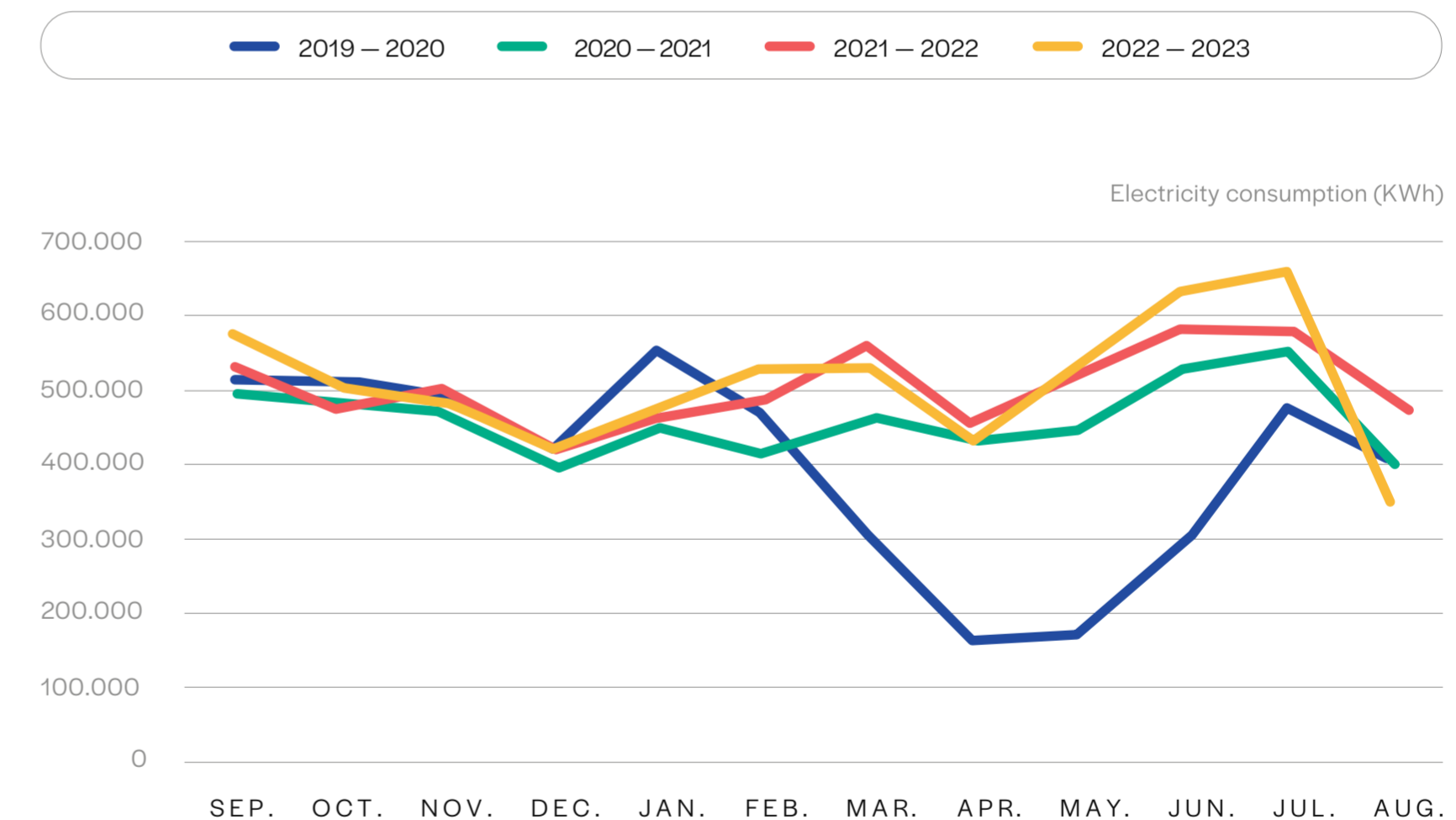
- Definition of a **supplier evaluation model applying ESG criteria** for approvals.
- Incorporation of **ESG criteria in tenders**.
- Review of processes to standardize them and **ensure transparency** and rigor.
- Integration of sustainability criteria and **“cradle to cradle” materials** into new building and renovation projects, for both the construction work and the purchase of the associated furniture.



6.5. Reducing energy consumption

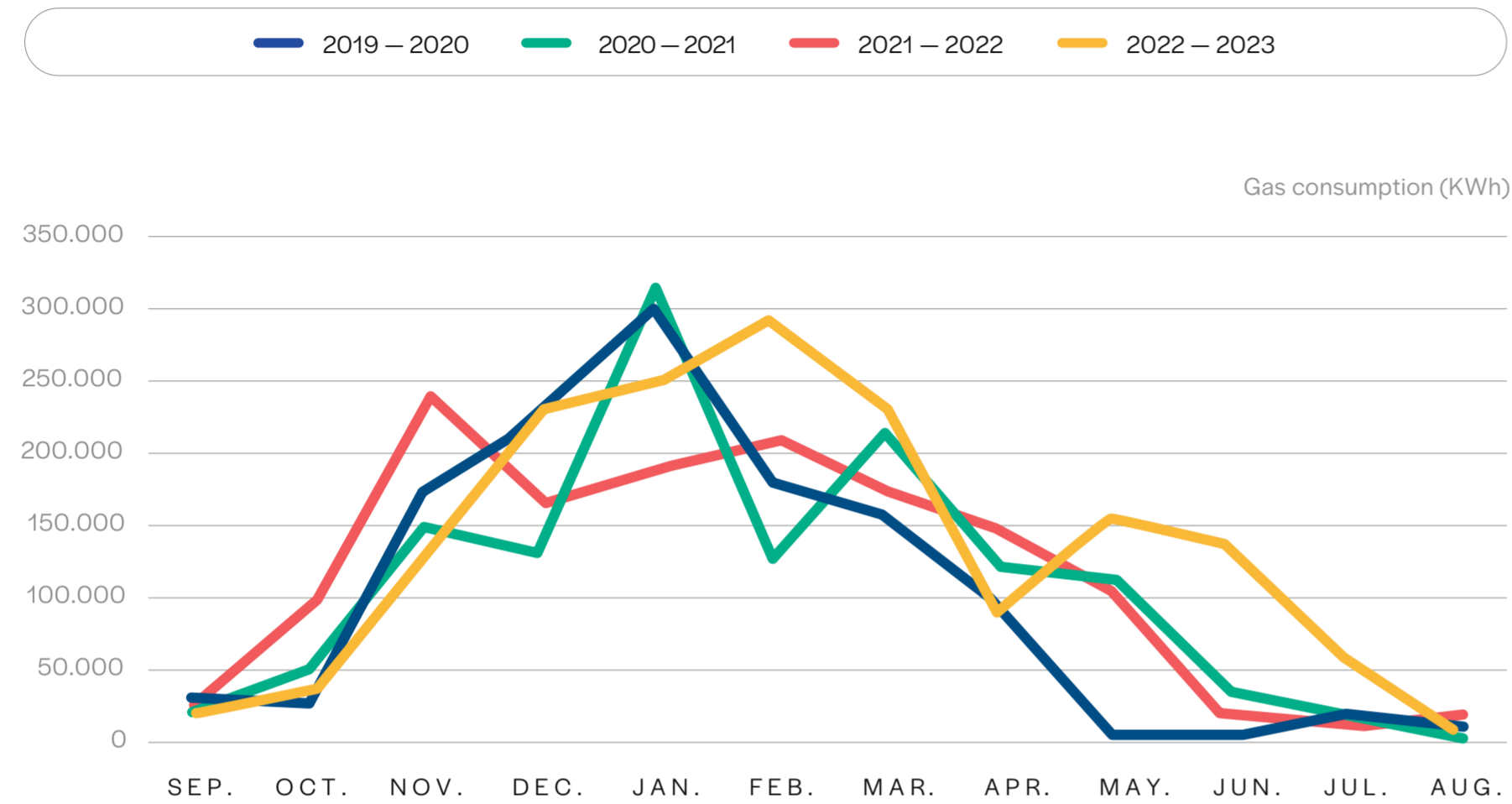
The following figures show the graphic evolution of the reduction in Esade’s energy consumption, specifically, of electricity and gas. Even with energy efficiency measures, energy consumption increased in the 2021-2022 academic year compared to the 2020-2021 academic year, since classroom occupancy was only 50% that year due to the pandemic. Likewise, despite the measures taken (installation of motion detectors, switch to LED lighting, and review of lighting hours), in the 2022-2023 academic year, energy consumption increased on the Sant Cugat campus, due to the increased scope resulting from the inclusion of new spaces in the Graduate Building.

Electricity consumption: evolution 2019–2023



	2021-2022	2022-2023	% variation
Electricity consumption (in kWh)	6.552.990	6.355.457	▼ 3%

Gas consumption: evolution 2019–2023



	2021-2022	2022-2023	% variation
Gas consumption (in kWh)	1.372.328,18	1.650.986,93	▲ 20%

6.6. Other important environmental management measures

Just as important as shrinking our carbon footprint are our actions to reduce water consumption (water footprint) and paper consumption, to improve waste management, and regarding the biodiversity policy.



Water consumption

Water consumption increased due to the inclusion of new spaces in the Graduate Building. Aware of the situation of water stress, the following actions were taken to **reduce consumption**:

- Installation of **automatic, low-flow faucets** in the Graduate Building.
- Installation and commissioning of a **drip irrigation** system outside Building 3.
- Strict compliance with the established **landscape irrigation restrictions**.



Paper consumption

Despite the increased activity, paper consumption was kept at 4 Tn of exclusively recycled paper.



Waste management

To raise awareness in the Esade community regarding waste management and food waste, the following initiatives were carried out:

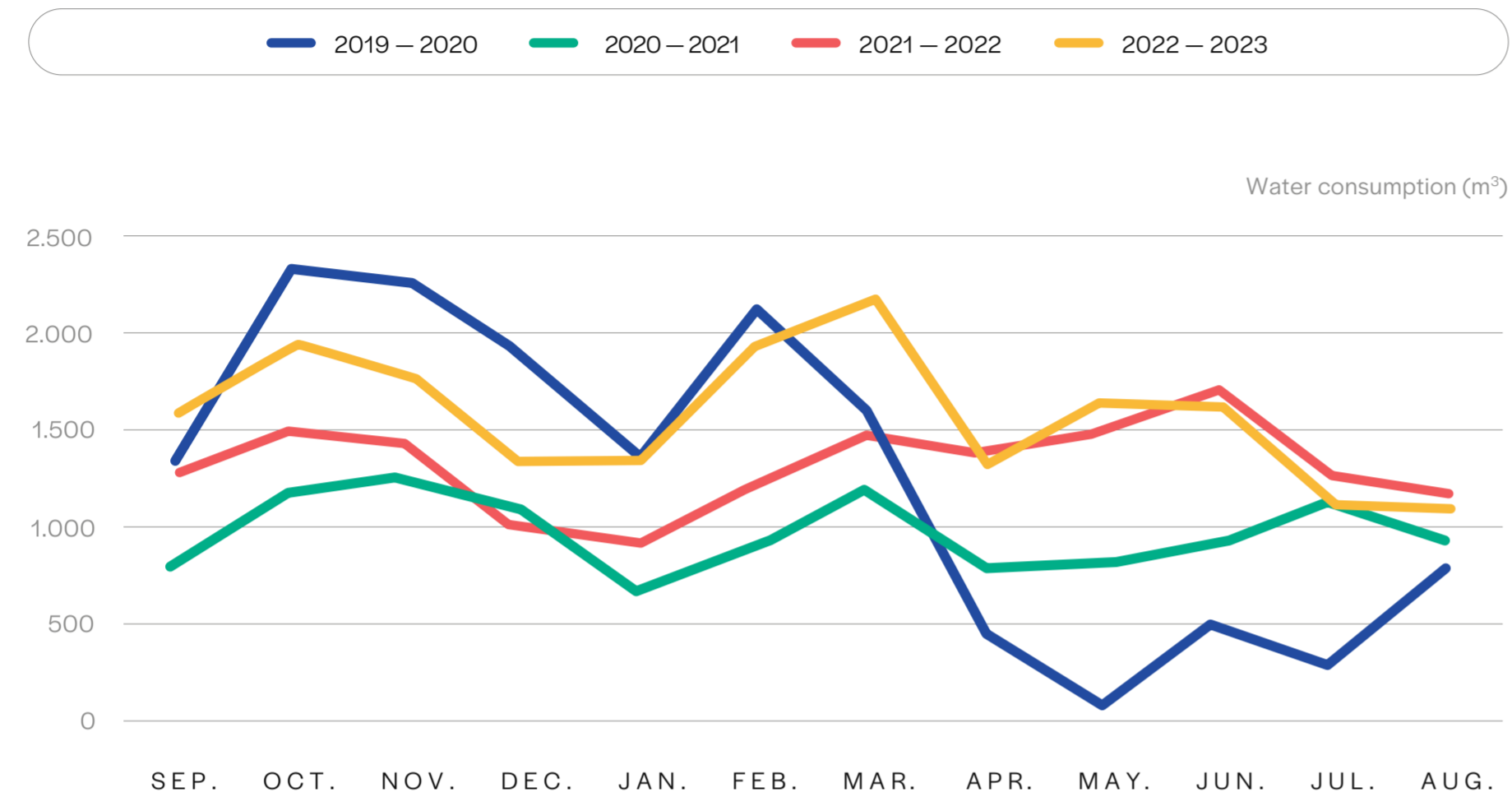
- **ESG protocols** for cleaning products, catering, and proximity purchasing.
- **General elimination of plastic.**
- Implementation of the “boomerang” initiative (reusable containers) for **food to go**.
- Implementation of the “last-minute” initiative (**purchase of surplus food**).
- Use of **reusable cups** for coffee.



Biodiversity policy

Esade collaborated with the Animal Health Protection, Management and Welfare section of the Sant Cugat Sustainability and Environment Service to monitor seven bat boxes located on the campus. These roosts provide shelter for the population of insectivorous animals (bats and small reptiles, such as lizards).

Water consumption

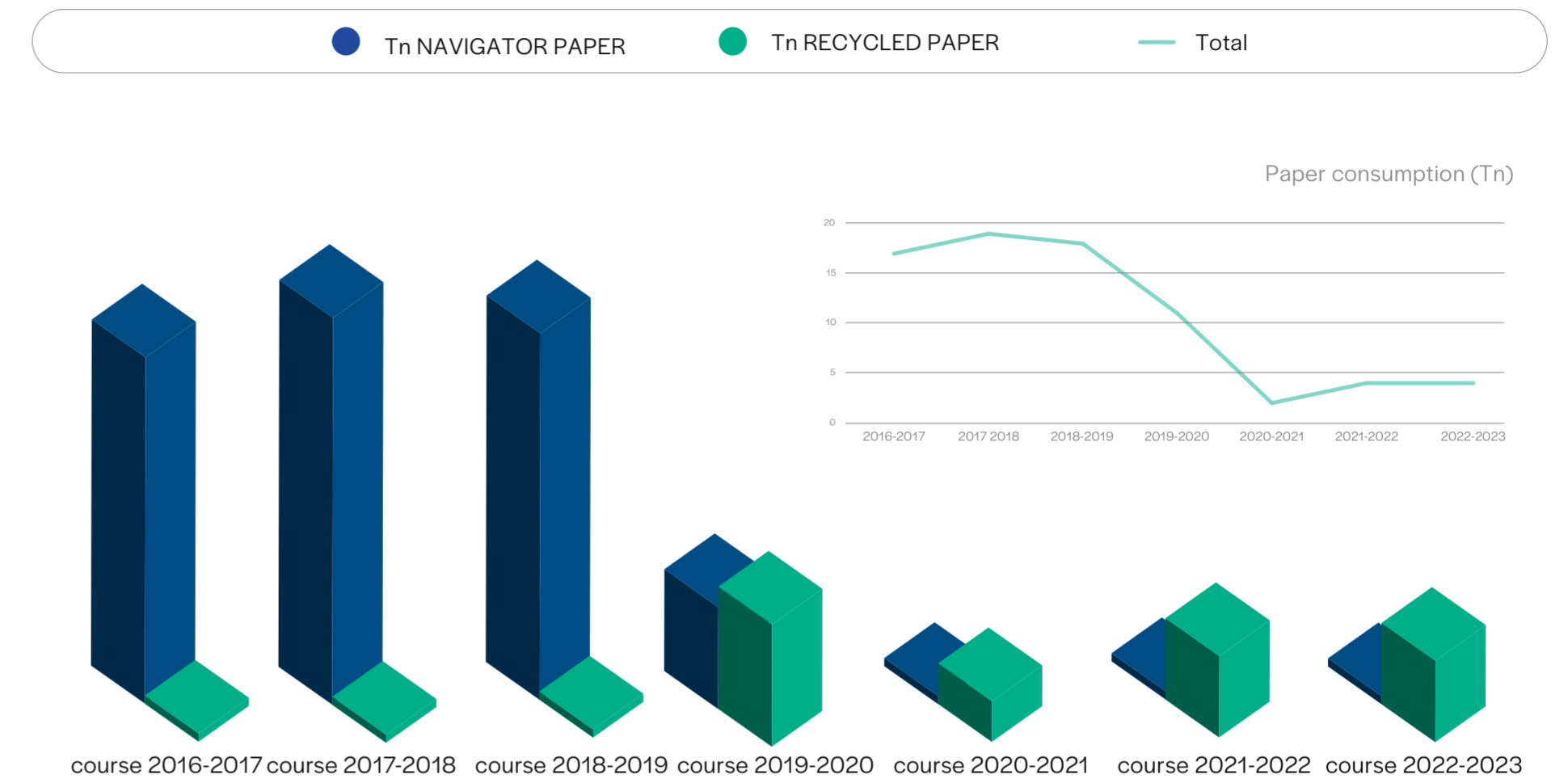


	2021-2022	2022-2023	% variation
Water consumption (in m³)	15.981,6	19.014,5	▲ 19%

Waste treatment

	2021-2022	2022-2023	% variation
Waste generation and treatment (in kg)	89.671,3	56.164,78	▼ 37%

Paper consumption



	2021-2022	2022-2023	% variation
Consumption of white paper (in Tn)	0	0	0%
Consumption of recycled paper (in Tn)	4	4	0%

07

CHAPTER SEVEN

The Esade community

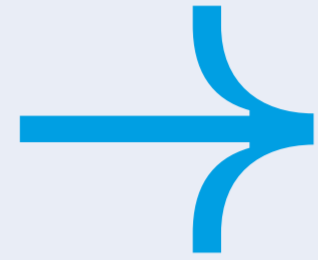
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- 7.1. A community that is very proud of its identity and its values
- 7.2. Guaranteeing the comprehensive mainstreaming of diversity, equity, and inclusion criteria throughout the institution
- 7.3. Improving gender equity

COMMITMENT 5



- 7.4. Improving the well-being of the people who make up our community
- 7.5. Activating listening processes and safe spaces to ensure that our behavior is aligned with our institutional values
- 7.6. Inner life for personal growth and sustainable impact: a community with purpose



People are the true drivers of the transformation toward sustainability and social impact.

Commitment



We commit to promoting and guaranteeing **a campus that facilitates well-being and equal opportunity** for all.

Specific Objectives



1. Guarantee the comprehensive mainstreaming of **diversity, equity, and inclusion criteria** throughout the institution.
2. **Improve gender equity and nondiscrimination** through representation in the workforce, management positions, and decision-making bodies.
3. **Improve the well-being of the people who make up our community**, measuring progress every two years by an employee climate survey.
4. **Activate listening processes and safe spaces** to ensure that our behavior is aligned with our institutional values.

7.1. A community that is very proud of its identity and its values

People are our institution’s most important asset. Consequently, we want to ensure that the environment in which they conduct their activities is built on **comprehensive well-being, diversity, equity, and equal opportunity**.

Our educational community is made up of students, faculty, and staff, but also all those people who are linked to our activity and aligned with our values. Together, we work with **sensitivity and human quality for social and environmental justice**.



7.2. Guaranteeing the comprehensive mainstreaming of diversity, equity, and inclusion criteria throughout the institution

Esade is a diverse community, made up of students, professors, researchers, and staff from different countries, cultures, and social backgrounds. Building on this diversity, we promote an education and work environment based on respect for all people, regardless of their origin, gender, culture, religion, sexual orientation, or physical condition.

Our students	2020-2021	2021-2022	2022-2023
Total Business School students	3.996	4.125	4.104
Total Law School students	1.956	1.946	1.391
Total Executive Education participants	6.374	9.396	9.243
Total Esade students	12.326	15.467	14.738

Our professionals	2020-2021	2021-2022	2022-2023
Faculty	434	528	548
Staff	458	509	526
Total Esade employees	892	1.037	1.074

Some of the initiatives and programs that provide a more diverse, equitable, and inclusive environment are the Scholarship Program, the First-Year Experience program, the Equality Plan, the Safe Environment System, the Health & Well-being program, competencies and values development, and the spaces that make it possible to build a community with purpose. They are described in the following sections.

2022-2023	2022-2023		
	% women	% international students	Total nationalities
Total Business School students	44,0%	70,9%	79
Total Law School students	61,7%	32,9%	57
Total Executive Education participants	28,1%	25,8%	84
Total Esade students	35,7%	38,7%	112

2022-2023	2022-2023		
	% women	% international professionals	Total nationalities
Faculty	35,9%	24,5%	37
Staff	76,4%	12,4%	22
Total Esade employees	55,8%	18,5%	41



7.2.1. The Scholarship Program: facilitating access to Esade by diverse talent

The Scholarship Program is one of our strategic projects and proof of our firm commitment to promoting diversity and equal opportunity in the classroom. In the 2022-2023 academic year, 307 talented students from diverse socioeconomic backgrounds were able to enroll on our programs thanks to the scholarship fund, the overall amount of which increased by 15%. Esade itself provides 63% of the funding for the Scholarship Program, while the other 37% is funded by private donations.

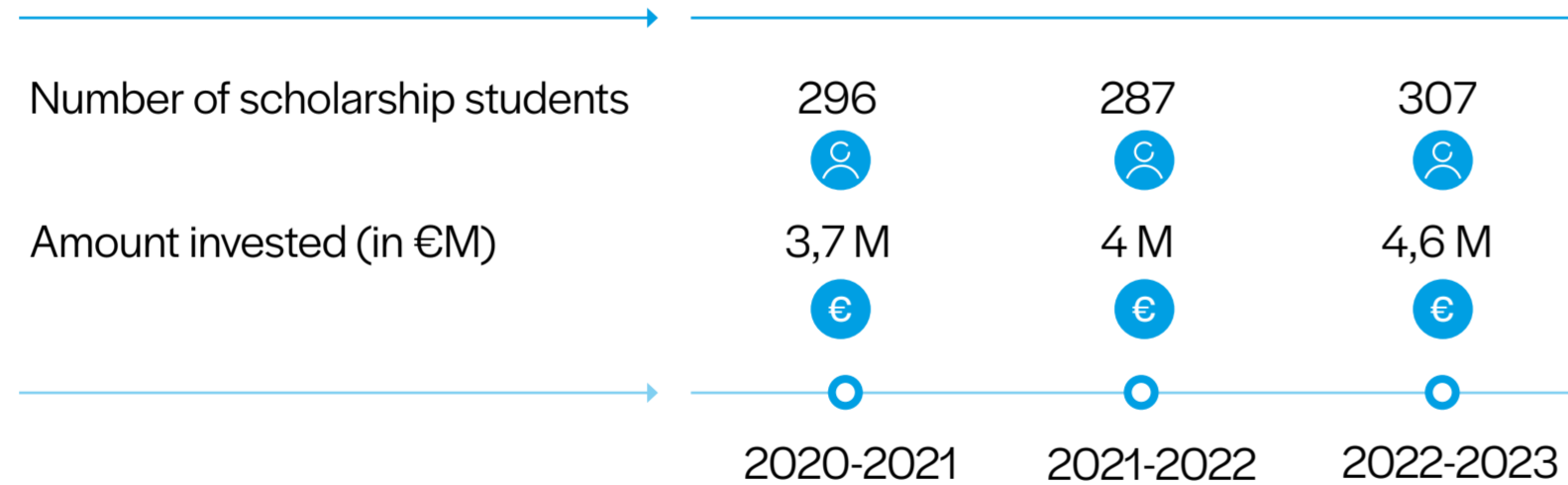
As proof of our commitment, the percentage of fees covered by the scholarships was increased and now ranges from 60% to 100% of the tuition. The scholarships awarded to the 78 new scholarship students starting undergraduate or double degree programs in the 2022-2023 academic year covered an average of 88% of the cost of their studies.

“Enrolling at Esade and receiving a scholarship have been a dream come true for me and my family, allowing me to pursue my goals and objectives, but also affording me peace of mind. There were times when I was afraid I wouldn’t be able to go to college for financial reasons. But when you really set your mind to things, you can always achieve them. The fact that Esade has a Scholarship Program is very beneficial, not just for the scholarship students themselves, but for all Esade students and for society, as it promotes values such as equity and diversity.”

Andrea Purcar, fourth-year student, Double Degree in Business Administration and Law



Scholarship Program



Esade also has a mentoring program for scholarship students, through which they are assigned mentors to ensure their integration in the community and academic success.

7.2.2. First-Year Experience

The First-year Experience (FYE) program, for first-year students, offers co-curricular activities to help them with the adaptation process to Esade’s academic and cultural environment. The program consists of:

1. Workshops and sessions to facilitate their integration (such as a soft-landing workshop in September, for all first-year undergraduate students)
2. Trips and off-campus activities
3. Support groups (solidarity activities, Sustainability Week, spiritual retreat)
4. Personalized psychological and spiritual support, both individual and in groups.

FYE program highlights	Participants (students)
Trip to Montserrat (September 17 and 18, 2022)	277
Collserola hikes (October 22 and November 5, 2022)	77
Visit to La Fageda (April 16, 2023)	15
Regenerative and spiritual retreat (February 24–26, 2023)	16

7.2.3. Other initiatives to foster an inclusive environment

Curricular adaptation for students with diverse abilities. Over the academic year, 69 curricular adaptations were made for students with diverse abilities in 15 of our programs.

Employee training on diversity, equity, and inclusion issues, consisting of different workshops, with a total duration of 15 hours, in which 70 people participated.

7.3. Improving gender equity

Esade is committed to gender equality. Diversity is included as an institutional value in the Esade Code of Conduct. This commitment is reflected in our research, the education we offer, and the mainstreaming of gender equity principles across the institution.

7.3.1. Esade Equality Plan

In the context of the EQUAL4EUROPE¹ project, the second Esade Equality Plan (2022–2026) was approved in July 2022.

The Plan includes the creation of the **Equality Committee**, tasked with overseeing its proper implementation and ensuring its goals are met. It is made up of two members of Esade’s management or People Management, two members of the Works Council, and the head of Gender Equality and Diversity.

The plan targets the entire workforce and has four objectives:

1	2	3	4
Promote gender equality in recruitment, hiring, retention, and professional development.	Promote gender equality in decision-making bodies and processes.	Integrate the gender dimension in research content and innovation.	Raise awareness of gender equality and sexual misconduct.

In the 2022-2023 academic year, the percentage of women on staff was 55.77%, although the percentage of women researchers among the faculty was 42%, still below the target of 50% set for the 2025-2026 academic year. In light of the current hiring policy and forecasted retirements, the target is considered achievable. In the same academic year, the percentage of women in management positions increased to 33%, still far from the 50% target also set for the 2025-2026 academic year.

Finally, the gender gap, which stands at 26.8%, is concentrated in the teaching staff and is due to historical structural factors. To reduce it, we continue to apply the principle of equal pay for work of equal value, coupled with policies to encourage the development and promotion of the underrepresented gender. The hiring policy and retirements expected in the next four years will also help shrink the gap.

¹ EQUAL4EUROPE is a European Commission Horizon 2020-funded research project aimed at increasing gender equality at research institutions in the fields of art, humanities, medicine, social sciences, business, and law. Esade has led the project since 2020.



7.3.2. Academic programs that promote women's leadership in senior management

The programs organized by the Spanish Confederation of Business Organizations (CEOE) and Esade, as an academic partner, to promote women's leadership in management continue to be a success:

- ➔ **Promociona.** Since its launch in 2013, eleven editions have been held, with the participation of 1,318 women managers (52% of whom have been promoted) and 600 companies. In light of its success, the program has been expanded to other countries, such as Portugal and Chile.
- ➔ **Progresia.** The goal of this program is to enable more women to reach positions of greater responsibility. To this end, it is aimed at companies committed to equality and the professional promotion of women. To date, five editions have been held, with the participation of 521 women junior executives and 170 companies.

7.4. Improving the well-being of the people who make up our community

At Esade, we have a holistic and comprehensive understanding of the well-being of the people who make up our community. Consequently, we strive to provide them with access to constant and personalized support and assistance. At the same time, we maintain a safe and healthy environment that guarantees the necessary training for personal and professional advancement, includes measures for work-life balance, promotes respect, and fosters consistency with our values and ethical principles.

7.4.1. A safe environment: good treatment, respect, and prevention

Esade has joined the Safe Environment System promoted by the Society of Jesus and implemented at all its universities and residence halls in Spain. The Safe Environment System seeks to promote a culture of treating people well and of respect, guaranteeing the creation of a safe environment to ensure the well-being and protection of all, especially those people most likely to find themselves in a vulnerable situation.

Our most notable initiatives in this area are:

■ **Training on the safe environment.** At the start of the academic year, information sessions were held on the safe environment, together with a presentation of the Psychological and Counseling Service (PACS). Around 2,200 undergraduate and master's students from the Business School and Law School attended these sessions.

■ **Preventing harassment among students.** A space has been created on the intranet where students can find all the protocols for preventing harassment in the academic environment.

Good treatment and respect: fundamental pillars of co-existence.



7.4.2. A healthy environment that cares for its community

In the 2022-2023 academic year, the **Wellness Committee** was created, made up of the People, Identity and Mission, Occupational Hazard Protection, Campus Management, and Communication areas, and actions were carried out with a view to caring for the people who make up the Esade community. Some of the most important are highlighted below:

Health & Well-being Program

This program takes a holistic and proactive approach to health, offering spiritual retreats, conversations with doctors, and talks on self-care and caring for others. Actions were carried out for both employees and students. Some of the most important activities were:

Initiatives for employees:

→ 185 people participated in the yoga, meditation, and other wellness-related sessions.

Work-life balance

At Esade, work-life balance is an essential component to improve well-being. To this end, we offer employees various measures, such as orientation and personalized assistance – particularly valuable for people coming from abroad, who receive assistance for bureaucratic procedures and aspects related to housing and schooling. We also encourage flexible

Initiatives for students and the rest of the educational community:

→ **Esade Well-being Days** program. The Campus Life and Psychological and Counseling Service units offered ten activities focused on promoting health and well-being. They had a total of 302 attendees.

→ **Psychological care service.** Individual, confidential, and free sessions with a psychologist for students. Over the 2022-2023 academic year, we provided personalized care to 179 students.

→ **Communication and awareness-raising about mental health.** Specific communication campaigns and training activities to raise awareness of mental health and creation of resource repositories on the intranet. A total of 150 people participated in these training activities.


work hours and hybrid work measures, such as voluntary working from home.

Over the 2022-2023 academic year, we made progress on this commitment, rolling out new measures for people with children and/or a partner with a certified disability and improving the rules for using time off.

7.4.3. Developing competencies and values

Competencies development and values training have a direct impact on people's satisfaction and increase their sense of belonging to the Esade community, which, in turn, positively impacts their overall level of well-being.

Our offer consists of three types of training: in identity and mission, in specific competencies for teaching, and in various areas of development.

Training in competencies and values	Target	Total hours	Participants
Training on identity and mission: Understanding Esade's Values, UNIJES Managers Training, Ignatian Leadership	Staff/ Faculty	 1.233	83
Training in specific competencies for teaching: Planning, Delivery, Assessment and Feedback	Faculty	 2.400	311
Training and development: Onboarding, Cybersecurity, Power BI Planning, Academic Regulations, Meeting Management, Time Management, Negotiating, Customer Service, Project Management, Communication, Languages, etc.	Staff/ Faculty	 14.220	2.544



7.4.4. Esade employee climate survey

The climate survey is conducted every two years. The last available survey, from the 2021-2022 academic year, yielded an average satisfaction score, for all the studied indicators, of 64%. This was an improvement from the previous survey, for which the average score for all the studied indicators was 59%.

To address the identified areas of improvement, in the 2022-2023 academic year, we continued to make progress on the implementation of actions to improve the well-being of the people who make up our community. The following actions stand out:

- The implementation of a new onboarding plan, designed to improve the welcome given to new hires, ensuring they receive support during their first months and providing them with all the information and tools they need for their integration.
- The launch of a new staff training plan, including the acquisition of skills and technical knowledge, language training, and enhanced physical and emotional well-being.
- The launch of the Esade's leadership model for all the institution's managers (staff and faculty).

7.5. Activating listening processes and safe spaces to ensure that our behavior is aligned with our institutional values

We are a community of very diverse people who nevertheless have a shared purpose: helping to build free, more egalitarian, and more sustainable societies. This would not be possible without spaces where we can meet up, debate, and reflect on our role as change agents.

7.5.1. A community that reflects on its identity, mission, and impact

Moments of reflection are necessary to **strengthen the bonds of the Esade community**, generate spaces of trust, and discuss key aspects for integrating the institution's purpose into our everyday behavior and actions.

Two initiatives stand out:

Values workshops

These workshops are conducted with the aim of sharing and exploring in greater depth the values that define our institution and our *raison d'être* and allow us to advance in our commitment to sustainability and making a positive impact on society. Of particular note is the workshop "Reflecting on our values," in which participants reflect on the stated and practiced values and participate in the development of proposals to make the values that define our institution more present.

Social Innovation Agora

The Social Innovation Agora was launched in the 2022-2023 academic year with the aim of sharing knowledge and inspiring experiences. A new meeting point for reflection and debate open to the whole community, it is intended to bring the work of the Institution for Social Innovation closer to all Esade's people. The first edition, entitled "Listening, observing, and understanding social change," led by Professor Ignasi Martí, was held in Barcelona and Madrid (February 7 and 13). The second edition, entitled "Dialogue as a management tool" and led by Professor Sira Abenoza, took place on May 10 in Sant Cugat.

7.6. Inner life for personal growth and sustainable impact: a community with purpose

Drawing inspiration from the Jesuit tradition, we facilitate processes **for people to discover their purpose and cultivate their dimension of meaningfulness**. For our community, caring for people’s spiritual dimension is very important. It is a “spirituality” that spontaneously evokes interiority and self-knowledge, but also a decentering of the more egocentric self that makes it possible to experience a deep love for others and nature. For some people, this decentering experience also entails an opening to transcendence, generating a true religious experience. In short, it is an extremely rich dialogue based on openness, genuine respect for difference, and a sensitivity that allows us to adapt our behavior to the context of each person with whom we interact.

In terms of strengthening and caring for the spiritual and purposeful dimension of our community, the following initiatives from the 2022-2023 academic year should be highlighted.



Initiative	Target	Date	Participants
Capstone: Leadership, Values and Self-Knowledge: An integrative course at the end of the BBA program that encourages students to engage in different practices and exercises to discover how to make decisions that bring them inner peace and create harmonious relationships with the people around them and with the planet.	Students	June 19–28, 2023	362
Regenerative and spiritual retreat: Based on Ignatian spirituality, it offers tools for personal growth through Western and Eastern wisdom practices adapted to today’s leadership context.	Students	February 24–26, 2023	16
Contemplative walks: Three-hour walk from the Barcelona-Pedralbes campus to the Barcelona-Sant Cugat campus through Collserola Nature Park.	Staff/faculty/ students	October 22 and November 5, 2022	77
Advent Retreat: Space to prepare for Christmas, held at the Manresa Spirituality Center.	Staff/Faculty	December 16, 2022	21

[VER LINK](#)

“I think [the Capstone course] has helped me be able to focus and be present in the moment. And I think that is a very important character trait when you become a leader.”

Soline de Forcaville, fourth-year BBA student from the Capstone: Leadership, Values, and Self-Knowledge course

“Esade leaves a mark on people.”

Isabel Rallo, director of Esade Alumni Social

08 CHAPTER EIGHT

Governance and sustainable culture

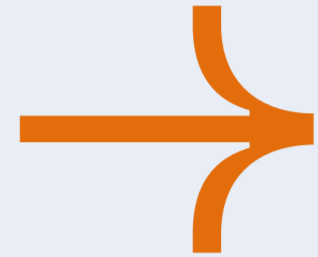
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- 8.1. Ethical, responsible, and transparent culture and governance
- 8.2. Sustainability governance model

COMMITMENT 6



- 8.3. Ensuring compliance with sustainability criteria in investments
- 8.4. Our institution as a benchmark for its commitment to sustainability



We undertake to act ethically and responsibly throughout our organization.

Commitment



We **commit to acting ethically, responsibly, and transparently**, in keeping with our values and purpose, in order to be a benchmark for our commitment to sustainability in all our areas of impact.

Specific Objectives



1. Ensure compliance with **sustainability criteria in investments** and guarantee transparency.
2. Promote impactful projects that help make our institution **a benchmark for our commitment to sustainability**.

8.1. Ethical, responsible, and transparent culture and governance

At Esade, our top priority is to act ethically, responsibly, and with utmost transparency in accordance with our values and our purpose.

To train the leaders of tomorrow, we must be consistent with our principles, and to be a benchmark in sustainability, we must manage our areas of action ethically and with the necessary governance structure to make it possible.

To this end, Esade is always working to strengthen its corporate ethics and regulatory compliance model, which is backed by the commitment of its Board of Trustees and the approval of its **crime prevention model** in 2021. Some of the key points of Esade’s corporate ethics model include:

- The **Esade Code of Ethics and Code of Conduct**. Formally reviewed in 2021, they apply to all the people who make up the Esade community, as well as third parties with ties to the institution.
- **Compliance Framework**. The various parts of the crime prevention model are regularly updated to reflect changes in the applicable law. Esade’s compliance framework is set out in the **Esade Criminal Risk Prevention Policy and Manual**, which are available on the corporate intranet.
- **Whistleblowing channel**. Over the 2022-2023 academic year, the **whistleblowing channel (“Ethics Channel”)** was revised to comply with the terms of the Spanish Whistleblower Protection and Anti-corruption Act. The channel is hosted on a third-party platform to offer whistleblowers greater security and confidentiality guarantees and is duly announced on the corporate website.

Bodies responsible for overseeing and monitoring the crime prevention model

Compliance Body

Body designated to ensure and oversee the crime prevention model, formally appointed by the Esade Board of Trustees. This body issues and annually reports on the Annual Compliance Report to the Esade Foundation Board of Trustees.

Ethics Committee

Body designated to manage the Ethics Channel (whistleblowing channel), whose members were likewise appointed by the Esade Foundation Board of Trustees. In the 2022-2023 academic year, the composition of this body was amended. The appointment of a new member was formally approved by the Esade Foundation Board of Trustees.

The **Compliance Area** continuously monitors the issuance and/or review of corporate policies to build a sound corporate ethics and regulatory compliance model. It also promotes the implementation of timely communication campaigns to disseminate corporate regulations and give them greater visibility within the Esade Foundation.

New institutional policies approved in 2022-2023 to strengthen our governance and compliance model:

- Incident reporting policy
- Information security and personal data privacy policy
- Clean desks and clear screens policy
- Bring your own device policy



Also of note was the presentation to the members of the Esade Foundation Board of Trustees of the Annual Compliance Report, which includes a breakdown of the Compliance Body's activities, as well as a summary of the types of reports made and issues dealt with through the Ethics Channel, as shown below:

Communications to the Ethics Committee of the Esade Foundation (2022-2023)



Type of report

Number of reports

Conflict of interest

6

Question or concern

1

Complaint

4

Total

11



Reporting channel

Number of reports

Online channel

7

Independent expert

4

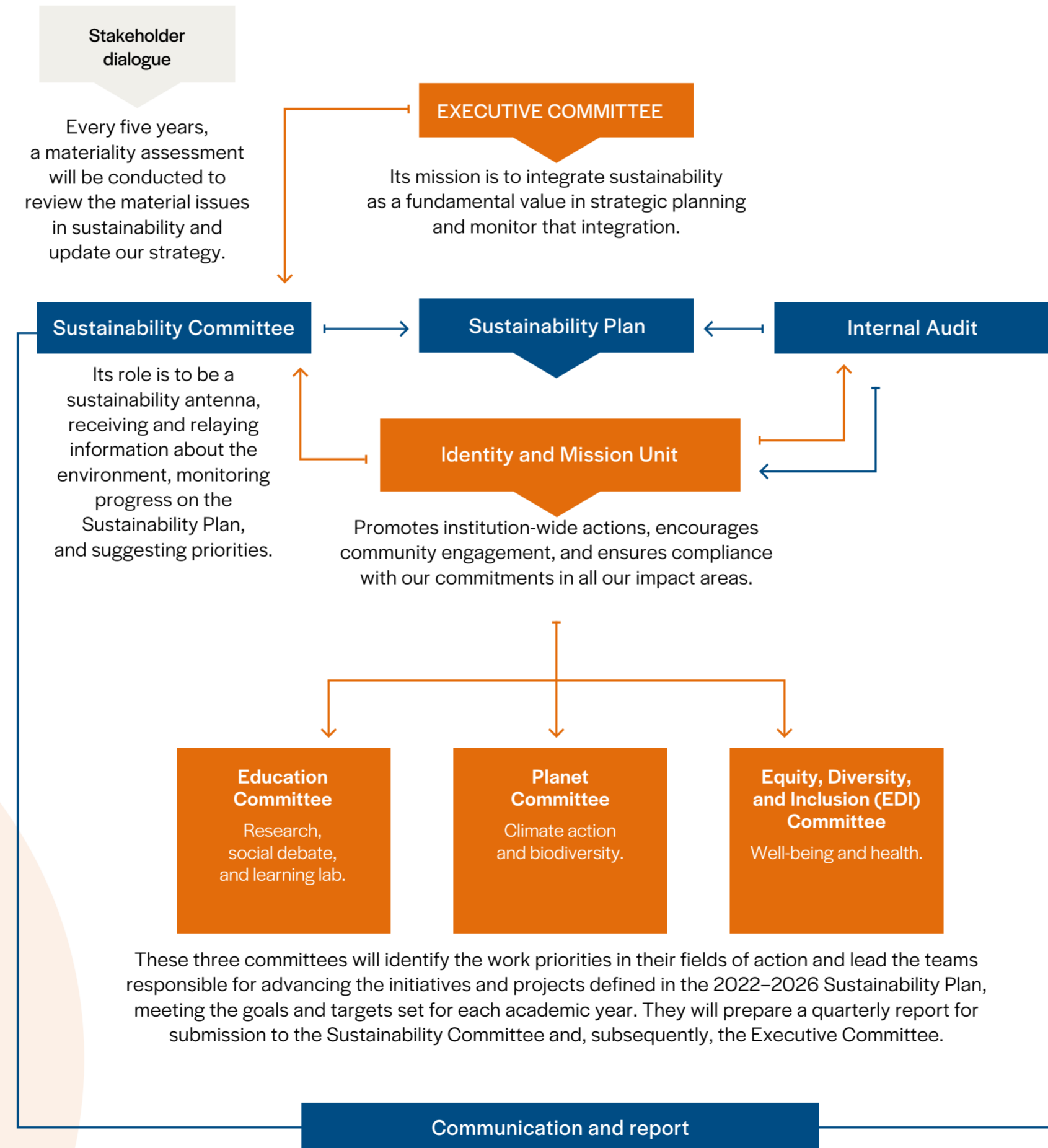
Total

11

8.2. Sustainability governance model

The sustainability governance model is made up of various committees, which will be responsible for coordinating the necessary efforts to move toward an exemplary, inclusive, responsible, sustainable, transparent academic institution that puts people at the center and acts to regenerate the planet.

Our sustainability governance model has the following structure:



8.3. Ensuring compliance with sustainability criteria in investments

One of our governance goals is to include sustainability criteria in the management of our investments and to be accountable for them to our investors. Since February 2022, the Esade Foundation's investment portfolio has been 100% sustainable and governed by the European Sustainable Finance Disclosures Regulation (SFDR), which came into force in March 2021.

8.4. Our institution as a benchmark for its commitment to sustainability

Esade's fundamental mission is to make a positive impact in the educational, professional, social, and environmental fields. Social impact, innovation, and social responsibility have been priorities for Esade since its inception, reflecting its evident culture of innovation. As proof of our commitment, we continue to move toward a social impact-oriented culture, in keeping with the recommendations of the EFMD's **Business School Impact System (BSIS)** and the **Positive Impact Rating (PIR)** impact measurement survey. Our commitment to and progress in sustainability and social responsibility have also been recognized in different **rankings**.

Business School Impact System (BSIS)

In September 2022, Esade was awarded the Business School Impact System (BSIS) label in **recognition of its invaluable social impact**, high number of international students, and commitment to innovation and entrepreneurship. To reaffirm our commitment to this process of continuous improvement and impact orientation, in July 2023, we submitted the first BSIS progress report.

Positive Impact Rating (PIR)

In the fourth edition of the Positive Impact Rating (PIR), the survey that measures business schools' positive impact on society, Esade has firmly established itself, in the opinion of our students, at level 4, which accredits it as a "transforming school," testament to the progress made in the areas of sustainability and social impact.

	PIR 2020	PIR 2021	PIR 2022	PIR 2023
Level obtained	3	4	4	4
→	Progressing school	Transforming school	Transforming school	Transforming school

Sustainability and rankings

Esade's commitment to excellence has positioned us as a leading academic institution, which is reflected in our overall positions in the world's most prestigious rankings, as well as in the various categories related to sustainability.

Sustainability variables in the Financial Times ranking 2022-2023	MBA February 2023	MIM September 2023
ESG and net zero teaching rank	20	4
Carbon footprint rank	51	4

"Thanks to our unique educational model, we equip students with the knowledge and skills they need to lead diverse teams, anticipate the latest market trends, and make a social impact."

Joan Rodon, dean of Esade Business School

Esade, the academic institution with the best reputation in Spain, according to Merco Empresas y Líderes

Esade led the "Training" category in the 2023 edition of Merco Empresas, positioning itself as the business school with the best corporate reputation in Spain. It also placed 58th in the overall ranking of the 100 companies with the best reputation in Spain.



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CHAPTER NINE

Future vision

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To further strengthen our positive impact on society, our community, in line with the mission and social impact pillar of our 2023-2027 Strategic Plan, continues to work enthusiastically in three main areas of action:



1

An integrated community aligned with the institution’s mission

Our new leadership model was launched in February 2024 with a training program for 50 Esade managers. The new model seeks to generate team management practices closely linked to our values and based on our 4Cs teaching model, which promotes conscientious, competent, compassionate, and committed leadership. This exciting project will permeate the entire institution.

2

An educational experience aligned with our values and integral formation of the person

To train responsible leaders, we continue to embrace a service learning approach and educational experiences that foster the development of conscientious leadership. For example, in the 2023-2024 academic year, we have launched new regenerative retreats for participants in our executive master’s programs. These retreats help participants integrate educational, professional, and personal experiences to connect with their purpose, give greater meaning to their lives, and develop the skills, abilities, and attitudes they will need to navigate uncertain and complex situations.

3

Improvement and measurement of social impact

Our community continues to make progress in the culture of impact measurement. During the 2023-2024 academic year, we developed a ESG Dashboard and further enhanced our measurement of the development of responsible leadership in our BBA graduates, an initiative that will be expanded to all degree programs in the coming years.

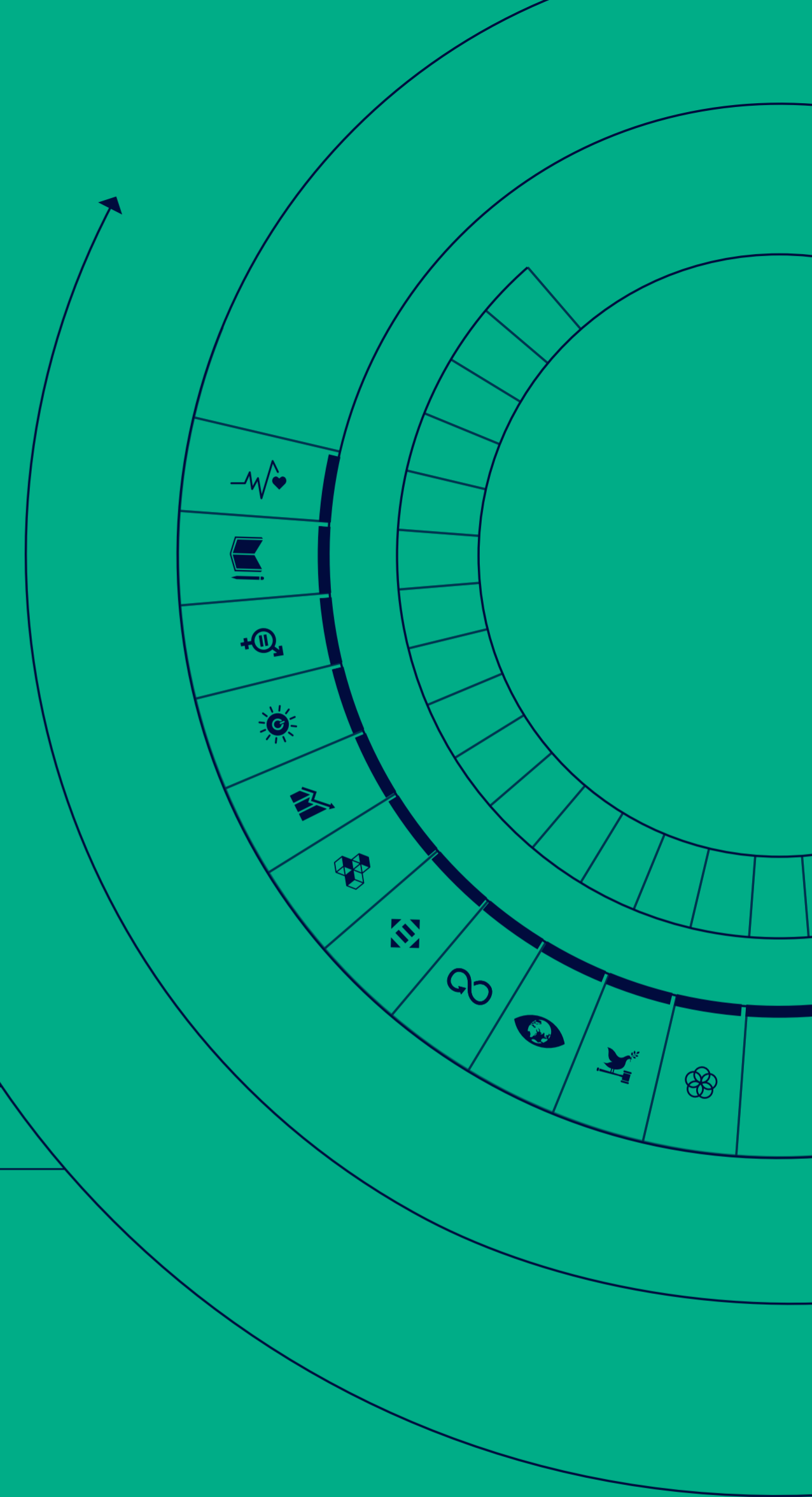
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CHAPTER TEN

Appendices

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10.1. Appendix 1

Key indicators for monitoring the Sustainability Plan

COMMITMENT 1

Research, education, and social debate: We will comprehensively mainstream sustainability across all dimensions of our activity.



Objective 1. Mainstream sustainability across our curricular offer, ensuring that 75% of core subjects include sustainability-related content by the 2025-2026 academic year.

Indicator	2021-2022	2022-2023
Number of core subjects with sustainability-related content per program	NA (new indicator)	<p>Business School BBA: 18 MSc in International Management: 7 FT MBA: 34</p> <p>Law School GED: 7 GBD: 5 GEL: 9 GDL: 12</p> <p>Executive Education Executive Masters: 4</p>

Objective 1. Mainstream sustainability across our curricular offer, ensuring that 75% of core subjects include sustainability-related content by the 2025-2026 academic year.

Indicator	2021-2022	2022-2023
Percentage of core subjects with sustainability-related content per program	NA (new indicator)	<p>Business School BBA: 46% MSc in International Management: 54% FT MBA: 100%</p> <p>Law School GED: 16% GBD: 28% GEL: 24% GDL: 23%</p> <p>Executive Education Executive Masters: 33%</p>
Number of electives on sustainability per program	<p>Business School BBA: 39 MSc programs: 21 FT MBA: 11</p> <p>Law School GED: 9 GBD: 9 GDL: 7 GEL: 3</p>	<p>Business School BBA: 31 MSc programs: 26 FT MBA: 15</p> <p>Law School GED: 14 GBD: 14 GDL: 16 GEL: 7</p> <p>Executive Education Executive Masters: 1</p>
Undergraduate programs specialized in sustainable development	BITLASI	BITLASI
Master's programs specialized in sustainable development	-	MSc in Sustainability Management (starts in September 2023)

Objective 2. Guarantee that sustainability is present in all areas of research and social debate.

Indicator	2021-2022	2022-2023
→ RESEARCH		
Percentage of papers with an IF with sustainability-related content	31% in the 2020-2021 academic year	44%
Percentage of other peer-reviewed papers with sustainability-related content	33% in the 2020-2021 academic year	37%
Percentage of books with sustainability-related content	31% in the 2020-2021 academic year	58%
Percentage of book chapters with sustainability-related content	55% in the 2020-2021 academic year	21%
Percentage of cases with sustainability-related content	33% in the 2020-2021 academic year	70%
Total percentage of publications about sustainability	36% in the 2020-2021 academic year	39%
Percentage of sustainability-related prizes and awards	NA (new indicator)	83%

NA: Not available**BBA:** Bachelor in Business Administration**GED:** Bachelor in Law**GBD:** Double Degree in Business Administration and Law**GDL:** Double Degree in Law + Global Governance, Economics & Legal Order**GEL:** Bachelor in Global Governance, Economics & Legal Order**Objective 2.** Guarantee that sustainability is present in all areas of research and social debate.

→ SOCIAL DEBATE		
Number of events offered by each institute (IIS, ECSI, and LeadershipS and Sustainability Chair) with sustainability-related content	IIS (19), ECSI (33), Chair (3)	IIS (15), ECSI (32), Chair (9)
Number and percentage of articles in <i>Do Better</i> on sustainability	NA (new indicator)	30 20%

Objective 3. Provide the necessary resources to incorporate sustainability, promoting incentive policies.

Indicator	2021-2022	2022-2023
Percentage of teaching staff with publications on sustainability, ethics, personal growth, and diversity	36% in the 2020-2021 academic year	47%

MSc: Masters of Science**FT MBA:** Full Time Master of Business Administration**BITLASI:** Bachelor in Transformational Leadership and Social Impact**IIS:** Institute for Social Innovation**ECSI:** Esade Center for Social Impact

COMMITMENT 2

The campus as an innovation and learning lab. We will make our campus a benchmark in sustainability.



Objective 1. Use our campus as a learning lab to foster the development of a new sustainability mindset in our community.

Indicator	2021-2022	2022-2023
Number of projects, number of students, and hours dedicated to innovative interdisciplinary educational projects based on real challenges and competitions with social impact/sustainability	NA (new indicator)	9 projects 488 students 23 coaches SDGs: 3, 6, 9, 12, and 13
Number of projects, number of participants, and entrepreneurship projects/start-ups with social impact/sustainability	NA (new indicator)	71 projects 117 participants 47 mentors SDGs: 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, and 17

Objective 2. Promote learning based on experiential and transformative education.

Indicator	2021-2022	2022-2023
Number of students doing curricular internships and average number of hours spent	NA (new indicator)	1,184 students 386.08 hours on average
Number of students participating in SL subjects, by degree program and in total	232	591
Number of students participating in the SUD Internship program*	100	59
* The SUD Internship program is a program included in the SL experiences.		

COMMITMENT 3

Social commitment, community, and partnerships to accelerate changes and amplify impacts. We will position the people from our community as true change agents to transform society and improve the planet.



Objective 1. Raise awareness in our community to develop a sustainability mindset through the organization of extracurricular activities.

Indicator	2021-2022	2022-2023
Number of staff, faculty, and students participating in the annual agenda of extracurricular activities for developing a sustainability mindset	250	> 300

Objective 2. Implement a communication strategy on sustainability issues targeted at the different internal and external stakeholders.

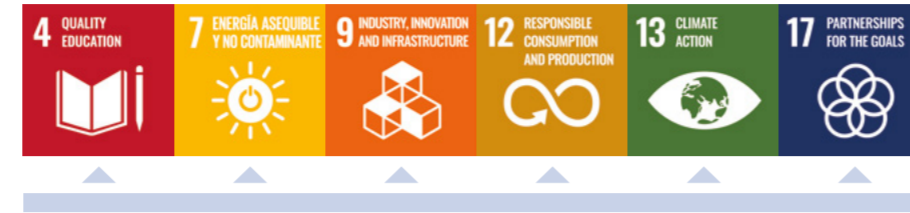
Indicator	2021-2022	2022-2023
Highlights	NA (new indicator)	Launch of the “stakeholder engagement” project

Objective 3. Forge partnerships that give added impetus to our sustainability strategy and promote changes that make a positive impact.

Indicator	2021-2022	2022-2023
Number of local, regional, and international partnerships established to foster social impact and sustainability (projects, sectors, SDGs)	NA (new indicator)	The Rambla of Innovation: 17 partners from 6 sectors 7 projects with a regional, national, and international impact SDGs: 3, 4, 6, 7, 8, 9, 11, 12, 13, 14, 15, and 17

COMMITMENT 4

Planet. We are firmly committed to taking action, educating and carrying out research to promote meaningful changes with a positive impact on our planet's regeneration.



Objective 1. Become carbon-neutral by 2024 in terms of scopes 1 and 2 by offsetting GHG emissions we cannot reduce.

Indicator	2021-2022	2022-2023
Percentage of scope-1 and 2 emissions offset (Tn CO ₂ eq) – baseline period: 2019	NA (new indicator)	84% ^(*)

Objective 2. Reduce scope-3, mobility-related emissions 33% by 2030 (compared to the baseline period: 2019).

Indicator	2021-2022	2022-2023
Percentage of scope-3, mobility-related emissions reduced (Tn CO ₂ eq) – baseline period: 2019	NA (new indicator)	-25,73% ^(*)
Percentage of scope-3, mobility-related emissions reduced per student (Tn CO ₂ eq) – baseline period: 2019	NA (new indicator)	51% ^(*)

Objective 3. Act in procurement to promote changes that positively impact the planet's regeneration, ensuring that 50% of the volume of purchases (in €) is managed according to ESG criteria by the 2025-2026 academic year.

Indicator	2021-2022	2022-2023
Percentage of the volume of purchases (in €) managed according to ESG criteria	9.25%	20.94%

Objective 4. Reduce energy consumption in our facilities 15% by the 2025-2026 academic year (compared to the baseline period: 2019).

Indicator	2021-2022	2022-2023
Percentage reduction in energy consumption per facility – baseline period: 2019	13%	10%

^(*)This report gives the emissions data calculated for the 2021-2022 academic year, since the data for the 2022-2023 academic year are not yet available. The data refer to 2019, as opposed to the 2019/20 academic year, because that academic year was atypical, due to the pandemic, and therefore is not representative for the purposes of the comparison.

NA: Not available

COMMITMENT 5

People. We commit to promoting and guaranteeing a campus that facilitates well-being and equal opportunity for all.



Objective 1. Guarantee the comprehensive inclusion of EDI criteria throughout the institution ...
... awarding at least 60 scholarships to new undergraduate and double degree students each year until the 2025-2026 academic year.
... ensuring that all employees have received training in EDI criteria by the 2025-2026 academic year to promote and guarantee an inclusive environment.

Indicator	2021-2022	2022-2023
Amount of scholarships	€4.00 million	€4.60 million
Total number of scholarship students	287	307
Number of first-year undergraduate or double degree scholarship students	81	78
Percentage of workforce trained in EDI	NA (new indicator)	6.51%

Objective 2. Improve equity between women and men and non-discrimination through their representation in the workforce, in management positions, and in decision-making bodies ...
... such that the percentage of women in management positions reaches 50% by the 2025-2026 academic year.
... such that the percentage of women in academic decision-making bodies reaches 50% by the 2025-2026 academic year.
... such that the percentage of women researchers in the core faculty reaches 50% by the 2025-2026 academic year.
... reducing the gender-based pay gap by 50% by the 2025-2026 academic year (compared to the baseline period:2020-2021).

Indicator	2021-2022	2022-2023
Percentage of women employees	56.2%	55.8%
Percentage of women in management positions	31.5%	33%
Percentage of women in academic decision-making bodies	35%	30%
Percentage of women researchers in the core faculty	44%	42%
Pay gap percentage	26.7%	26.8%

NA: Not available

Objective 3. Improve the well-being of the people who make up our community, mainly as measured through a biennial climate survey, achieving an average satisfaction score for all the analyzed indicators of at least 68% by the 2025-2026 academic year.

Indicator	2021-2022	2022-2023
Percentage improvement of the results of the biennial employee climate survey (average satisfaction for all analyzed indicators)	64%	Biennial survey
Percentage of workforce participating in preventive activities aimed at promoting healthcare	NA (new indicator)	17.2%

Objective 4. Activate listening processes and safe spaces to ensure that our behavior is aligned with our institutional values, creating at least 4 processes in the 2025-2026 academic year.

Indicator	2021-2022	2022-2023
Number of participatory and listening processes based on the values workshop	2	3

NA: Not available

COMMITMENT 6

Governance and Culture. We commit to acting ethically, responsibly, and transparently, in keeping with our values and purpose, in order to be a benchmark for our commitment to sustainability in all our areas of impact.



Objective 1. Ensure compliance with sustainability criteria in investments and guarantee transparency, such that 100% of financial investments are made according to ESG criteria and comply with the European SFDR regulation.

Indicator	2021-2022	2022-2023
% of financial investments made according to ESG criteria	NA (new indicator)	100%

Objective 2. Promote impactful projects that help make us a benchmark in terms of our commitment to sustainability and for which we receive international recognition.

Indicator	2021-2022	2022-2023
Obtaining and maintaining the BSIS label awarded by the EFMD for the assessment of Esade's regional/international impact	Label awarded	1 st progress report
Indicator dashboard from the online Sustainability Plan	NA (new indicator)	Definition of KPIs
Level achieved in the Positive Impact Rating (PIR)	Level 4: transforming school	Level 4: transforming school
Program ranks for the "ESG and net zero teaching" variable	MBA (Feb. '22): 22 MIM (Sept. '22): NA	MBA (Feb. '23): 20 MIM (Sept. '23): 4
Program ranks for the "Carbon footprint" variable	MBA (Feb. '22): NA MIM (Sept. '22): NA	MBA (Feb. '23): 51 MIM (Sept. '23): 4

NA: Not available

10.2. Appendix 2:

Index of the content of the PRME Principles

Principles		Related Points in the Report/Chapter
Principle 1 Purpose	We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.	1. Esade: our raison d'être and our values 2. Our sustainability strategy
Principle 2 Values	We place organizational responsibility and accountability to society and the planet at the core of what we do.	3. Research, education, and social debate 5. Social commitment, community, and partnerships to accelerate changes 6. Our commitment to the planet 7. The Esade community 8. Governance and sustainable culture
Principle 3 Teach	We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.	3. Research, education, and social debate 4. The campus as an innovation and learning lab
Principle 4 Research	We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.	3. Research, education, and social debate
Principle 5 Partner	We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.	5. Social commitment, community, and partnerships to accelerate changes
Principle 6 Practice	We adopt responsible and accountable management principles in our own governance and operations.	6. Our commitment to the planet 7. The Esade community 8. Governance and sustainable culture
Principle 7 Share	We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.	7. The Esade community 8. Governance and sustainable culture

10.3. Appendix 3: Principles of the Global Compact

Principles		Related Points in the Report (page)
Principle 1	Businesses should support and respect the protection of internationally proclaimed human rights.	<ul style="list-style-type: none"> → Mission and vision p. 8 → Declaration of values p. 9 → Declaration of purpose p. 10 → SUD p. 33 → Educational Model p. 17 → Service.learning p. 31 → Scholarship Program p. 48
Principle 2	Businesses should make sure that they are not complicit in human rights abuses.	<ul style="list-style-type: none"> → Sustainability Strategy p. 12 → Sustainability Plan p. 13-14 → Social Impact Research p. 23-25 → Social Debate p. 25 → Transparency and accountability p. 57
Principle 3	Businesses should uphold the freedom of association and the effective recognition of the right to collective bargaining.	<ul style="list-style-type: none"> → Ethics Committee p. 57 → Climate survey p. 54 → Training: humanistic leadership with impact p. 17
Principle 4	Businesses should uphold the elimination of all forms of forced or compulsory labour.	<ul style="list-style-type: none"> → Equaility plan p. 51 → Well-being program p. 53 → Listening processes and safe spaces p. 54 → Code of ethics and code of conduct p. 57

Principles		Related Points in the Report (page)
Principle 5	Businesses should uphold the effective abolition of child labour.	Given the type of activity performed by the institution,child labour does not constitute a risk. By signing up to the10 principles of the Global Compact, Esade shows clear commitment to eradicating child labour.
Principle 6	Businesses should uphold the elimination of discrimination in respect of employment and occupation.	<ul style="list-style-type: none"> → Mission, vision and values p. 8-9 → Sustainability Plan p. 13-14 → Equality Plan p. 51
Principle 7	Businesses should support a precautionary approach to environmental challenges.	<ul style="list-style-type: none"> → Mainstream sustainability in the curriculum p. 18 → Guarantee sustainability in resarch p. 21 → Sustainability Plan p. 13-14
Principle 8	Businesses should undertake initiatives to promote greater environmental responsibility.	<ul style="list-style-type: none"> → Trabajar para la neutralidad de carbono p. 42 → Environmental improvement initiatives p. 43 → Sustainability Plan p. 13-14
Principle 9	Businesses should encourage the development and diffusion of environmentally friendly technologies.	<ul style="list-style-type: none"> → Facilitate transportation through electric vehicles p. 43 → Environmental management measures p. 45
Principle 10	Businesses should work against corruption in all its forms, including extortion and bribery.	<ul style="list-style-type: none"> → Code of ethics p. 57 → Code of conduct p. 57 → Risk management policy and manual p. 59