

# Sharing Information on Progress 2017-2018

EGADE Business School  
Tecnológico de Monterrey

April 2019

Monterrey, Nuevo León, México

**PRME**

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



## Renewal of commitment to PRME

### EGADE Business School

Monterrey, April 9, 2019

As an institution committed to the Principles for Responsible Management Education, it is a pleasure to submit our fifth “sharing information on Progress” report 2017 – 2018.

EGADE Business School of the Tecnológico de Monterrey, continues the implementation of these principles and it our desire to renew our commitment to PRME and encourage other institutions of higher education, students, professors and the general community to support the recommendations made by these principles.

We will continue to look for new opportunities to keep improving or participation according to the Principles for Responsible Management Education.

I am thankful to all our academic community who had worked hard to strengthen our commitment to PRME and Global Compact SDGs in our everyday tasks and in our community involvement.

A handwritten signature in purple ink, appearing to read "I. Vega". The signature is stylized with a long horizontal stroke at the bottom.

Ignacio de la Vega, Ph.D.  
Dean EGADE Business School  
Tecnológico de Monterrey



**EGADE Business School**  
Tecnológico de Monterrey

EGADE Business School, the graduate business school of the Tecnológico de Monterrey, is recognized in Mexico and Latin America for developing entrepreneurial, innovative and ethical leaders with a global vision and a humanistic core capable of reinventing their environment and creating sustainable value.

EGADE Business School has become the leading graduate business school in Latin America. Present in two world-class cities, Mexico City and Monterrey, the school has built a solid reputation based on its innovative educational model, its teaching and research achievements and the global character of its academic programs.

Today EGADE Business School offers 5 Graduate Business Programs among which are the Master in Business Administration (MBA) Master in Administration (MA) Master in Finance (MAF) One Management Business Administration, and programs for experienced executives and top managers; Master with Specializations and Doctoral Program. These programs are complemented by the options of dual-degrees and alternatives for elective courses with more than 85 international universities and business schools, as well as specialization certifications by highly recognized business associations and international academies. Also, the academic curricula at EGADE Business School make a strong emphasis on models for sustainable leadership and social responsibility, which are fundamental approaches in the institution.

In addition, EGADE Business School is known for its executive education programs for decision makers, business consultants and owners of family businesses.

EGADE Business School was one of the first signatories' universities to United Nations Principles for Responsible Management Education. It is a pleasure to present our sharing on information Progress Report 2017 - 2018 and enforce our commitment to UN PRME each two year.

## Principles for a Responsible Management Education

### Principle 1: Purpose



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

We at EGADE Business School have incorporated in all the curricula the SDGs, transversal and within special courses.

### Principle 2: Values



EGADE Business School, has an ethical culture where values such as: global vision, Innovation, teamwork, human sense predominate. That is translated to the Code of ethics that teachers, students, managers and staff in general signs each year, their signature means the commitment to respect and spread in their daily behaviors the values of the institution. We will incorporate into our academic activities and curricula the values of 17 Goals of sustainable development, and global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

### Principle 3: Method:



We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership. We have now introduced to technological innovation in the class of ethics, governance and corporate sustainability a simulator for the solution of cases of reality, where the parameters used are: universal principles, organizational ethics and the 17 Goals of sustainable development, GSD.

**Principle 4: Research:**

We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value. Research on the new business models, social innovation and sustainability are considered from a perspective of the UN 2030 Agenda where the SDGs play a preponderant role in the focus of the studies and publications of the EGADE researchers.

**Principle 5: Partnership:**

EGADE Business School, made an alliance with several companies in order to spread several programs about sustainable responsibility and humanism. We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

**Principle 6: Dialogue:**

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

## Introduction

EGADE Business School has been working on the development of students with human value and an ethical perspective. UN PRME has been a guide to fulfill our objectives, mission and vision.

In this report, we present our advances in the fulfillment of UN PRME through research projects, academic activities, the development of new educational framework and teaching materials, and our partnerships and dialogue with important factors such as government, business sector and non-governmental organizations. Our objective is to promote responsible management principles in management and spread the knowledge on different society spheres.

We have been working altogether with governmental institutions such as the Secretary of Social Development in Nuevo León (SEDESOL); small, medium and big enterprises and non-governmental organizations (ONG's).

SUSTENTUS, our main center for sustainability and communication with companies, has an important role on transforming our university into one of the most standing institutions in Latin America regarding to CSR (Corporate Social Responsibility) issues and sustainability issues.

This Center is on charge of the development and transference of knowledge for the creation of economic and social value through research, education and social programs. It was created in 2009 with the sponsorship of FEMSA and the support of the Social Enterprise Knowledge Network (SEKN). SUSTENTUS always promote the linkage between the academia, business sector, government and non-governmental organizations through the development of joint projects.

The Humanistic and Management in Organizations Research Chair is another important actor at EGADE Business School which main objective is to study, understand and provide management mechanisms or models in order to improve the social, economic and environmental conditions of the communities and countries where businesses are embedded.

EGADE Business School, the Center for the Integration of Economic, Social and ecosystem. Also, the Humanistic and Management in Organizations Research line have been working altogether to develop and improve the responsible management principles and its practice through a wide variety of activities, programs and initiatives. We will discuss this in detail through the present report.

## Regarding Principle 1 and 2:

EGADE Business School counts with the participation of an Ethics Committee made up of five academia members who make decisions regarding to the content of ethical, corporate social responsibility and environmental courses. Also, this Committee is on charge of training other academia members concerning this matter, and planning conferences and events, among other responsibilities.

The course *Business Government and Ethics and Corporate Sustainability* change from 2015, introducing in the curriculum the concepts of the 17 GDS with the intention of being able to train students as future leaders with awareness of the importance of transferring to their lives as citizens, and as professionals in the companies where they work, including to their public and private life the concern, responsible and sustainable action. The course continues to be part of all our postgraduate programs (master degrees and PhD degrees). The overall objective of this course is to integrate an ethical and social responsible reasoning in executive's decision making.

The methodology of this course is to act as a learning community, in which each class member should actively participate and provide their opinions and knowledge to the group. Main activities at this course are solving case studies and ethical dilemmas, plus active participation at group discussions. The main subjects of this course are corporate social responsibility, individual and organizational ethics, corporate social responsibility applied to all business functional areas, sustainable behavior in organizations and new trends in the study of CSR. At the end of this course, all students are expected to be able to identify and solve ethical dilemmas through an ethical and social reasoning.

The course *Business Policy, Ethics, Corporate Social Responsibility and Sustainability* is constantly being redesigned to be updated into the new world challenges in human and responsible management issues.

At the same time, EGADE Business School is still implementing its Sustainable Campus program, which includes activities as recycling, water saving mechanisms and other environmentally friendly behaviors. The overall objective is to reinforce a sustainable development perspective in all our students, academia members and staff.



In all of our courses, all member (students and academia) are ask to sign a commitment to the code of ethics of our institution.

- **AIM2Flourish 2017 – 2018**



AIM2Flourish is the world's first global initiative steering future business leaders towards achieving the [UN Sustainable Development Goals \(SDGs\)](#) and a flourishing world for all.

Students from all the EGADE Business School sites and campuses participate in a technological platform that allows identifying Mexican, Peruvian or Panamanian companies that are innovative and have a great impact on the SDG.

Students of the EGADE MBA were winners of the 2017 and 2018 annual prize of AIM2FLOURIST for their narratives on successful companies, socially, economically and environmentally with applications of social innovation in their processes or value chain, and also impact on SDGs. In 2017 the winning students came from Monterrey with the company "Amor a Mar", whose characteristic is an innovation in its value chain, integrating its stakeholder's into it, the fishers who supply the fish that are distributed, sold or cooked In the restaurant in Monterrey, they are treated with respect and consideration during fishing and sale, only what is being used by consumers is used. The impact is the SDG 14 life below water. In 2018 the winning students of EGADE sede Peru, whose narrative accounts for the education of a television channel, which provides training programs for children from the Andean and marginal areas of Peru, who otherwise would not receive education. The SDG is 4

## Divers inclusive projects

### \* **MUSE Project (SDG 10)**

The general objective of the MUSE project is to improve the access of students with disabilities to institutions of higher education, as well as to develop employment opportunities, through modern practices of inclusion and networking. The three Latin American countries participating in the project are Chile, Mexico and Argentina, with the support of the EU institutions (United Kingdom, Spain, Italy and Greece). EGADE Business School works in collaboration with partners around the world in the MUSE Project (Modernity and Disability: Ensuring Quality Education for Disabled Students), which seeks to guarantee quality education for students with disabilities.

#### • **Creation of Modern Support Centers: Purchase and Delivery of Equipment:**

##### **Purchase and Delivery of Equipment (SDG 5)**

An essential part of the project was the creation of modern support centers for disability. EGADE Business School as project coordinator, assigned as direct beneficiary of the purchase of specialized equipment to Campus Monterrey through the Inclusion and Accessibility department (formerly Accessible Campus), which has the mission of Developing an inclusive culture in the Technological Monterrey where people with and without disabilities can participate in equal opportunities in all areas during their university life. From 2017 to mid-2018, the purchase of around 40,000 euros of specialized equipment and technology to support disability was made. With the purchase of equipment, the strengthening and positioning of the Inclusion and Accessibility department of the institution, as well as the benefits for the students, will be even greater. These teams seek to strengthen productivity, services, workshops and capture the experiences offered by the department. The specialized teams were acquired seeking to benefit the students

##### ○ **Development New Foreign Relations Framework: Training in “Prepas Tec” (SDG 4)**

A massive training on the subject of inclusion of people with disabilities for students of the PrepaTec de Monterrey: Eugenio Garza Sada, Eugenio Garza Lagüera, Santa Catarina, Cumbres and Valle Alto. In two trainings that took place from 9:30 a.m. to 11:30 a.m., a total of 614 students were trained.

The training included: a basic class of Mexican Sign Language, the definition of disability and inclusion, barriers to inclusion, international regulations (the Convention on the Rights of Persons with Disabilities of the United Nations Organization), the use of inclusive language, types of disabilities, and inclusion initiatives that the Tec has, such as the Inclusion and Accessibility department, and the MUSE international cooperation project.

- **Awards “INCLUYE” 2018, September 19, 2018 (SDGs 10 and 5)**

EGADE Business School hosted the Congruence Movement Includes Awards, delivered within the framework of the Association's Annual Assembly. The Includes Awards acknowledge since 2012 to companies and organizations for their impulse to the social-labor inclusion of people with disabilities. In the year 2018, Project MUSE of EGADE Business School was recognized with an outstanding mention of practice in the category Sensitization.

**EGADE participating in PRME champions during two cycles 2016 - 2017 and 2018 - 2019 (SDGs, 17, 4, 5, 8,10, 17)**

EGADE Business School, as a member of the PRME global network and committed to the promotion of the Sustainable Development Goals (SDG) of the United Nations, organized during 2016 – 2017 and 2018 – 2019

During the first cycle EGADE led a research in the Latin America and the Caribbean Region, a study was carried out on "**The sustainability of SMEs in Latin America and the Caribbean**" under the leadership of the day. Consuelo Garcia-de-la-torre, participated 10 universities in the region (TEC de Monterrey Mexico, Externado de Colombia, Ecuador, Peru, Chile, Argentina, Puerto Rico, Trinidad and Tobago). Product of said investigation is the publication of a book in press. The prologue was made by the Secretary of PRME.

During the second cycle, an investigation was proposed on "**Bribery in Latin America**" with the leadership of Dr. Yepez, Externado and Dr. Consuelo Garcia-de-la-Torre, EGADE in this study involving 8 countries in Latin America (Externado de Colombia, EGADE -TEC Mexico, Ecuador, Peru, Chile, Argentina, Guatemala). Product of this study has been made a book that integrates all the research.

- **Textbook for Sustainability and SDGs course (SDGs4)**

Within the framework of Champions PRME activities in 2018 July, the book "Responsibility, Sustainability and Ethics" was developed and shared to be used in the courses of the subject at the universities of Latin America and Spain. The edition was in charge of the Pearson publishing house, editors of PRME. The book contains 23 cases that can be used in the various chapters of the book. This product was made thanks to the effort and concern of 5 professors from different universities and Latin American countries and Canada. All of us engaged in a work network where about 15 teachers participate in the different chapters that were developed, to facilitate the introduction of SDGs and other important techniques to achieve a better world, such as circular praise, social entrepreneurship, etc. We have been participating in the network for 10 years.

- **SUSTENTICS: Ethical Case Simulator and Application of Sustainability” (4, SDGs1, 2, 3, 4, 5, etc.)**

With the support of the NOVUS projects of the TEC de Monterrey, Dra. Consuelo Garcia-de-la-Torre, obtained support and funds to participate in this initiative, with a project to be used in the classes of the required course of Sustainability and Ethics and EGADE Governance.

This simulator is in the TEC platform to be used in the classes, where the cases that are worked in class, are carried out individually identifying the ethical dilemmas, universal principles and the SDGs obtained by choosing different courses of action, At the end the student receives an emblem as a result of his decisions. This is because we chose gamification as an element of learning and action methodology.

The result of these applications is being used to develop several articles to share the same with the academic community, students and entrepreneurs and Executives.

- **Photo contest to transform our world**

EGADE organized during the last three years a photo contest on reality and OSDGs, in order to sensitize students of all programs, teachers, admissions staff among others. Each one of them had an important success and count with a large participation, selecting

17 photographs of which 3 winners were selected. The Second and Third Photo Contest to transform our world, which brought together students, graduates and collaborators of EGADE Business School nationwide. Between both editions, an approximate of 165 participating photographs was achieved.

EGADE Business School confirms its commitment to the global network PRME, which encourages business schools involved in the education of current and future business leaders, to incorporate the values of corporate responsibility and sustainability in their teaching and research activities, with the aim to promote an inclusive and sustainable global economy.

### Regarding Principle 3 and 4:

Regarding principle 3 about the method and educational materials to support the responsible management education, several materials (specific and base on the educational model of TEC) were developed:

- Text prepared for the specific seal course
- Cases developed especially by authors from a local, national and regional perspective.

- **MUSE Project (SDG 10, 4)**

- Workshop: Creating accessible and inclusive teaching materials, Wednesday, October 4, 2017

During this practical workshop, participants reflected on the importance of developing accessible and inclusive digital materials, as well as the importance of accessible technologies as an opportunity for innovation and research. It was attended by 45 participants among Teachers, Companies, Students and Associations.

Regarding principle 4 about conceptual and empirical research:

- **GIEE Social Innovation (Research Group and Strategic Approach) (SGD 4, 7 and 11)**

This research group is involved in basic and applied research, focusing on understanding the functioning of corporate social responsibility of all types of

companies; study social entrepreneurship in its various facets, study the impacts and costs at a social and ecological level of business activity in order to identify their causes and develop possible solutions; and finally, study the voluntary environmental programs and the role of the company in the generation of income inequality.

• **During 2017, the following workshops were held:**

1. Research Paper Presentation Investor implications of divesting from fossil fuels, Wednesday, January 25, 2017
2. "On the care and feeding of co-authors: Managing research partnerships", Wednesday March 15, 2017
3. "The art of the review (hint: do not like reviewer 2)", Wednesday, June 14, 2017
4. Workshop "Q1 / Q2 Q & A: Finding opportunities in top journals", Wednesday, October 11, 2017
5. Action Research: A collaborative problem solving approach to research, Wednesday, October 18, 2017

**During 2018, the following workshops were held:**

1. "The art of presenting research" Wednesday, February 21, 2018
2. "Constructing a theoretical argument" Wednesday, March 14, 2018
3. Cryptocurrencies and Block chain: Researching New Financial Social Innovations. Wednesday, September 26, 2018
4. "Everything you ever wanted to know about literature reviews but were afraid to ask" Wednesday, October 10, 2018

A Writing Camp for research was conducted: "Research Writing Camp"

Tuesday May 15 to Thursday May 17, 2018.

Eleven work feedback meetings of the group members were held.

29 works of the members of the group were reviewed.

Participation of Star Teachers in 5 MBA / DCA classes

- **Publication Articles on sustainable practices**

Articles were published that reflect a holistic view of the events that take place and that outline a scenario that envisages a commitment to adopt sustainable practices (titles are at their original language).

Mexicans at the Convention of Persons with Disabilities, August 8, 2018

- How sustainable is the World Cup? June 20, 2018
- Did you know that each country has its own Sign Language? May 29, 2018
- Do you know the job market for moms? May 8, 2018
- The Economy of Behavior as a driver of Sustainability, April 24, 2018
- How to prevent an exclusionary language, October 10, 2017
- Does your company form part of the economy of convergence? September 4, 2017
- 4 companies from Mexico working for water conservation, July 17, 2017
- Mexico in a situation of water stress? June 30, 2017
- The most controversial environmental decrees of Donald Trump, February 24, 2017
- Garbage, labels and their symbols, January 20, 2017
- Education for sustainable development ... a challenge for business schools, January 6, 2017

## Regarding Principle 5 and 6:

Regarding our collaboration and dialogue, EGADE Business School has been collaborating with actors such as the government, the business sector and the third sector. EGADE Business School has been spreading constant knowledge about sustainability, ethics and corporate social responsibility through different trainings, courses, certifications, opinion articles, conferences and lectures.

Through SUSTENTUS, EGADE is linked to companies that wish to update their knowledge and best practices in CSR and Sustainability.

- **Sustainable culture training (SDGs 4, 17, 1, 8, 11)**

In response to the severe difficulty of permeating the principles of sustainability to the different processes and organizational areas within the companies, SUSTENTUS

created a training proposal aimed at large companies that seek to permeate the principles of sustainability throughout their organization: Sustainable Culture Training.

With the objective of developing a sustainable vision in the collaborators through the construction of ideas that pursue the saving of resources and the maximization of benefits in each one of its organizational areas, the program was implemented in:

1. The company Peñoles in August of 2017, where 3 participants were part of this training. (SDGs 4, 7, 9)
2. The Caffenio company in September 2017, where 10 participants were part of this training. (SDGs 4, 7, 9)
3. The company Cinépolis in September 2017, where 4 participants were part of this training. (SDGs 4, 7, 9)
4. The OSRAM company in October 2017, where 34 participants were part of this training. (SDGs 4, 7, 9)
5. The company OSRAM in June 2018, where 10 participants were part of this training. (SDGs 4, 7, 9)

This offer has been opened as a training option aimed at individual professionals from all areas with an interest in the application of sustainability in the daily activities of their organization, which was included during this period in the online executive education catalog of the Tecnológico de Monterrey. During 2017 and 2018, a total of 7 participants received the training.

- **Alliances with Civil Society Organizations (CSO) (SDGs 4, 10, 1, 5)**

More than 20 years training CSO.

More than 15 years in an agreement with Social Development for CSO training.

- **Collaboration agreement with the Development Secretariat**

SUSTENTUS of EGADE Business School has an agreement with the Secretariat of Social Development of Nuevo León to collaborate in the promotion of the development and professionalization of the Civil Society Organizations (CSO) of Nuevo León, with the specific objectives of carrying out volunteer programs, realization of diagnoses of educational needs and generation of effective training, among others.



- **Alliance for the Development of OSC** (Frisa Foundation, Moral and Educational Promotion, Treviño Elizondo Foundation, AFP)

It brings together second-tier organizations such as the Frisa Foundation, the Treviño Elizondo Foundation, the Jesús M. Montemayor Foundation, Moral and Educational Development and the Secretariat of Social Development of Nuevo León, with the aim of developing the administrative skills of the Civil Society Organizations of Nuevo León seeking to be able to operate in a sustainable way, guaranteeing a greater social impact.

The member organizations of this alliance have shown an interest in the objective and awarded scholarships to CSOs to study the Diploma for Professionalization of CSOs.

- **Diploma for the Professionalization of CSO (SDGs 4, 7, 9)**

EGADE Business School Monterrey, in collaboration with the FRISA Foundation, Moral and Educational Promotion and AFP, as organizations committed to society create the Diploma for the Professionalization of Civil Society Organizations in order that these develop administrative skills through activities and conferences given by experts so that they are able to operate in a sustainable way, guaranteeing a greater social impact.

From May 11 to July 18, 2017, the First Edition of this diploma was held, which was taught in twelve sessions of eight hours each, at the EGADE Business School Monterrey facilities with the participation of 40 organizations

From February 21 to May 30, 2018, the Second Edition of this diploma was held which was taught in twelve sessions of 8 hours each, at the EGADE Business School Monterrey facilities with the participation of 40 organizations

- **Diploma “+Talent” (SDGs 4, 7, 9)**

A diploma from EGADE Business School, Movimiento Congruencia and the Éntrale organization, Alliance for the labor inclusion of people with disabilities to promote a culture of labor inclusion for people with disabilities.

Its objective is to develop in the participants the professional competences required for the design of a work inclusion project for people with disabilities that adapts to the needs of the company in which they work.

- **BBVA Momentum (SDGs 9, 11, 12, 4, 17)**

BBVA Group's global initiative, which aims to support social enterprises, that is, companies whose mission is to generate a social or environmental change in the country. BBVA Momentum is a seven-month program that includes training, strategic support, financing, collaboration, networking, visibility, among others.

There is an online program offered by the Virtual University and a local program implemented by EGADE Business School, which aims to strengthen the business strategies of the participating social companies.

EGADE Business School has participated as an ally of BBVA BANCOMER and New Ventures Group for the realization of BBVA Momentum Mexico, a global initiative of the BBVA Group, which aims to support social ventures.

- **Specialized On-Site Course (SDGs 4, 17, 1, 8, 11)**

BBVA Momentum Mexico expects a week of intense training, in which the entrepreneurs of the participating companies are expected to strengthen their business strategies.

This is the fundamental role of EGADE Business School within the alliance that makes up the project.

In order to carry out the on-site specialized course, EGADE Business School carried out the following activities:

In conjunction with the Center for Innovation and Entrepreneurship of EGADE Business School, executive courses for in-person training of social entrepreneurs were selected.

The most relevant subjects to be taught were determined, the order of delivery and the objectives to be met in the training, taking into account the

previous online training and the topics taught in the acceleration by New Ventures.

- **Face-to-face training (SDGs 4, 17, 1, 8, 11)**

BBVA Momentum Mexico provides on-site training, in which 6 days of specialized workshops are offered to entrepreneurs in order that the participating companies strengthen their business strategies. This training is the fundamental role of EGADE Business School within the alliance that makes up the project. Specialists of these subjects were searched, making a meticulous selection of the instructors and working with them to fulfill the instructional objectives of each of the workshops.

- **MUSE Project (SDG 10, 4)**

Diversity and Inclusion is becoming a strategic pillar and in 2017 the Tecnológico de Monterrey published the First Diversity and Inclusion Report and in 2018 the Second Diversity and Inclusion Report was published.

In the week of November 6 to 10, 2017, the Tecnológico de Monterrey through EGADE Business School hosted the Second Train the Trainers Workshop of the project. During the work week the following topics were developed: Consultancy tables on networking and volunteering, good practices of the partners of the MUSE Project, successful university initiatives at the Tecnológico de Monterrey, regulations, people with mental health problems, inclusive teaching and pedagogy, gender and disability and state, national and international inclusive initiatives.

- **Development New Foreign Relations Framework: Signing of agreements with companies, Friday, October 12, 2018**

We signed 11 agreements with different companies that have committed to be more inclusive, to obtain more training in inclusion and to offer vacancies for internships for our students with disabilities.

- **Creation of a regional network for the inclusion of students with disabilities in Higher Education. (SDGs 4, 5, 10)**

On November 6, 2017, the First National Round Table of the project in Mexico was held, "Advances and Challenges of the Inclusion in the Workplace of People with Disabilities", attended by around 100 people.

Likewise, members of the MUSE Project team participated in the International Conference "Strategic planning for inclusive education" and the National Roundtable on Public Policies and Disability carried out in Colima from April 19 to 23, 2018

In the same way, members of the MUSE project participated in the International Conference "Challenge 2020: How to achieve the sustainable objectives of the UN for inclusive education" on August 29, 30 and 31, 2018 and the National Round Table "Internationalization, inclusion and innovation: Challenges for higher education in Latin America" carried out in Viña del Mar, Chile.

- **Dissemination and Exploitation (SDG 10, 4)**

Within the framework of the International Day of Persons with Disabilities, held on December 3, on December 7, 2017, the "Series of MUSE Conferences" initiative was launched, monthly conferences whose objective was to raise awareness about disability issues in the academic, professional, business community, NGOs and with society in general.

- **Conference: Diversity the new value of the business (SDGs 10, 4, 5, 8)**

Mauricio Leal, Social Innovator and Undersecretary of Social Inclusion and Attention for Vulnerable Groups of the Secretary of Social Development of Nuevo Leon, shared how inclusion and diversity ceased to be a social responsibility issue to become a mechanism that allows an Organization include the best talent to boost profitability. This session was held on June 7, 2017 at EGADE Business School Monterrey.

- **Panel: Successful elements of a Labor inclusion project: The experience of The Home Depot Mexico and BANREGIO (SDGs 10, 5, 4, 8)**

During the panel with the name "Successful elements of a labor inclusion project: The experience of The Home Depot Mexico and BANREGIO" collaborators of both organizations shared their experiences and presented the key elements to develop a project for the inclusion of people with disabilities successful and able to boost the competitiveness of the organization.

This session was held on July 11, 2018 at EGADE Business School Monterrey, with the assistance of 75 representatives from different companies and organizations.

- **Private-Sector Social Innovation for Sustainable Cities (SDGs 5, 8, 9, 10,11,12, 17)**

Inclusive and sustainable cities constitute the eleventh sustainable development goal of the United Nations' Sustainable Development Goals. Although the private sector is implicated in many of the problems associated with cities, its role in the solution of those problems is rarely addressed. The Social Innovation Research Group of EGADE Business School of the Tecnológico de Monterrey is answering this need by studying the ways in which private companies can develop business models to solve the social and environmental problems of cities.

The positive and negative impacts of companies on communities has largely focused on environmental pollution generated by the firm. Industrial growth is an obvious culprit in the ecological crisis faced in many emerging markets. Schools of business administration have promoted the idea that firms need to be responsible and internalize these negative impacts. Yet much less attention has been placed on the relationship of the private firm to a broader range of social and environmental stresses faced within local communities. In a globalized economy, the importance of territory and local community is given short shrift.

Although much has been said about the circular economy, these ideas have rarely been implemented at a regional level. The Sustainable Wealth Creation based on Innovation and Technology (SWIT) model takes an important step forward by explicitly examining regional economic circularization and applying them in Mexican communities in order that all waste is reused in different productive activities within a region.

The Ixtlán Group in the indigenous region of Oaxaca provides an important example of how profits can be maximized not only for the firm, but also for the local region so that the firm benefits as well as the environment and community. The Group develops specific business units to solve community problems and meet needs as well as provide environmental training.

The circular economy also needs to be complemented with clusters of responsible firms that can support each other and stimulate friendly competition for social and environmental benefit. In Mexico, the automotive industry is a case in point where the compliance of a given company with environmental standards has a positive impact on the adoption of such standards by its neighbors. Just as clusters of firms are engaged in technology innovation, Mexico is seeing the rise of clusters of responsible firms that promote environmental and social commitment.

The Social Innovations Research Group is also combatting tendencies in modern cities to dehumanize workers and treat them as instruments for economic ends. Cities need companies that treat workers with the dignity they deserve. One such initiative focuses specifically on the aged who are often left behind in a nation of young people. By implementing programs for the training of mature workers in ways that are consonant with their learning styles, the research group is contributing to more inclusive, sustainable cities.

**Elaborado por: *Consuelo Adelaida García De la Torre. Ph.D.***

- Representative of EGADE in PRME from 2007 to date.
- Representative of the advisory committee of PRME champions 2018 - 2019.