



ESPAE
Graduate School
of Management

PRME AT ESPAE **SHARING INFORMATION ON PROGRESS**

REPORT 2019/2020



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PRME Principles for Responsible Management Education

an initiative of 



Principle 1: Purpose

We will develop 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.



Principle 2: Values

We will incorporate into our academic activities, curricula, and organisational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.



Principle 3: Method

We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.



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.



Principle 5: Partnership

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.



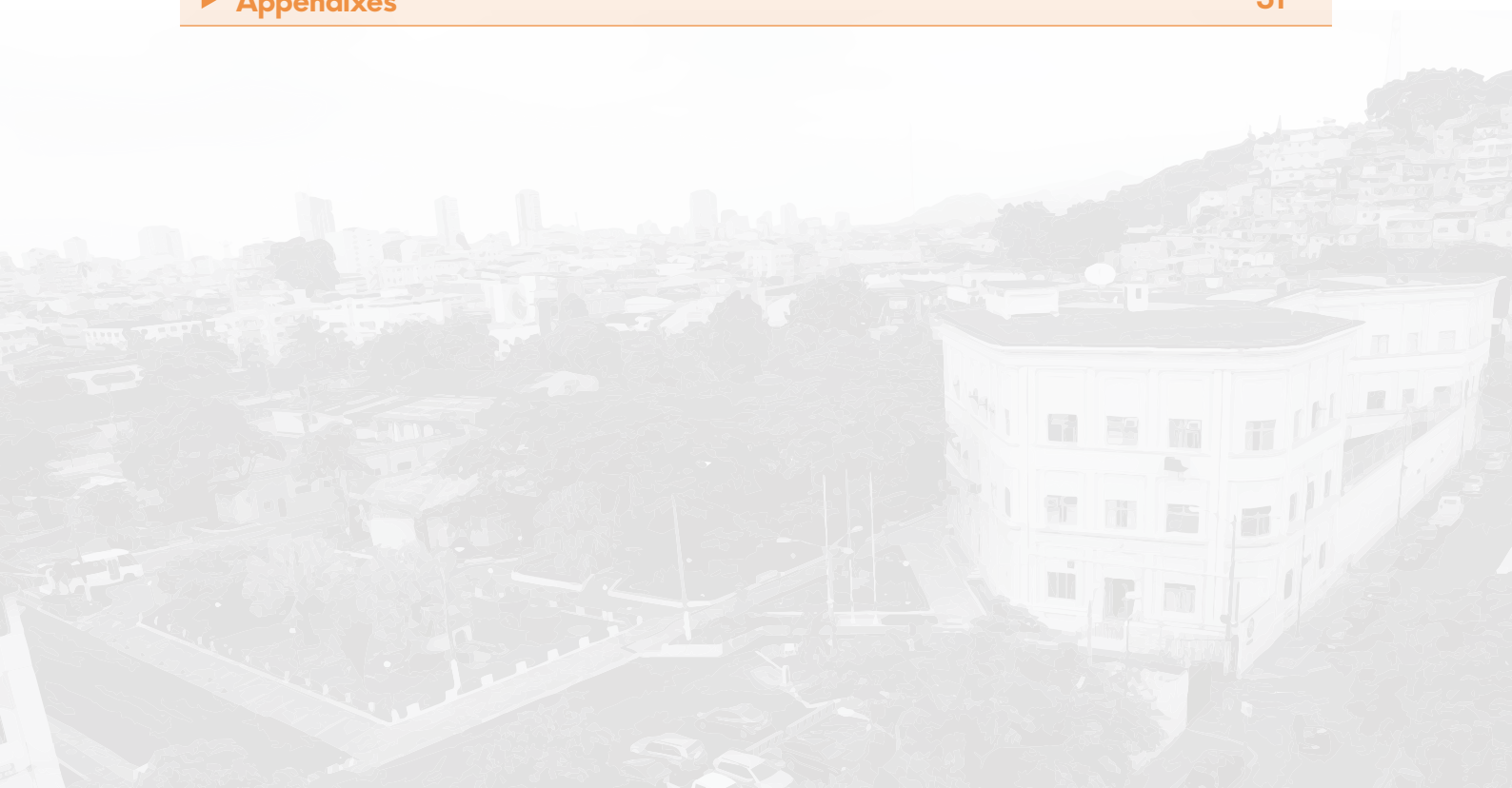
Principle 6: Dialogue

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

More information available at: www.unprme.org

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DEAN'S MESSAGE



I am honored to present ESPAE Graduate School of Management's Sharing Information on Progress (SIP) Report for the period 2019-2020. The COVID-19 pandemic and its economic consequences around the world - and specially in developing countries, as Ecuador - remind us once again the key role that business schools have in promoting responsible management and leadership, as expressed in our mission statement. This report presents the school's progress in areas of teaching, research, and outreach activities.

During the reporting period, the school went through a thorough curricular review of all our Master programs, increasing the importance of content related to sustainability. In addition, two new Executive Education programs aligned with Sustainability were incorporated to our portfolio.

In terms of research, the school's faculty has increased significantly the production of intellectual contributions aligned to the SDGs, including papers in leading journals, book chapters as well as teaching cases.

We are particularly proud of the progress done in terms of engagement with stakeholders, including companies, social sector, and government. New partnerships (e.g., Deloitte), joint projects with the local government, alliances with relevant international NGOs (e.g., Plan International), among many other activities. Our flagship partnership with CEMDES (WBCSD local chapter) has also evolved to a more focused strategy, targeted at increasing reporting in large companies.

There is, of course still much to be done. There is still a need to 'institutionalize' the alignment of curricular content to sustainability related topics. Similarly, the school will work on identifying key performance indicators to assess the impact of our activities in order to improve resource allocation. I'm highly committed to increasingly incorporate the Principles for Responsible Management Education in all ESPAE activities, which we are convinced are even more important in the light of the challenging times that the humanity currently faces.

Xavier Ordeñana
Dean
ESPAE Graduate School of Management

MISSION

We are an Ecuadorian graduate school of management with global quality standards. We craft learning and knowledge-sharing communities to drive innovation, in collaboration with firms, entrepreneurs and society at large, to promote ethical and sustainable management and entrepreneurial ventures.



VISION

To become an innovative school with a regional [Latin American] reach, that positively impacts business environment and promotes competitiveness and sustainability of our city and country.



WHAT DEFINES US



PASSION



SUSTAINABILITY



HONESTY & RESPECT



EXCELLENCE



SERVICE ORIENTED

ABOUT US

Since **1983** >>>

3200+
Alumni



- MBA
- Executive MBA

- Master in Project Management
- Master in Sustainable Agribusiness
- Master in Hospital Management

OUR STUDENTS

320+ **Students** >>>



41% Female
59% Male



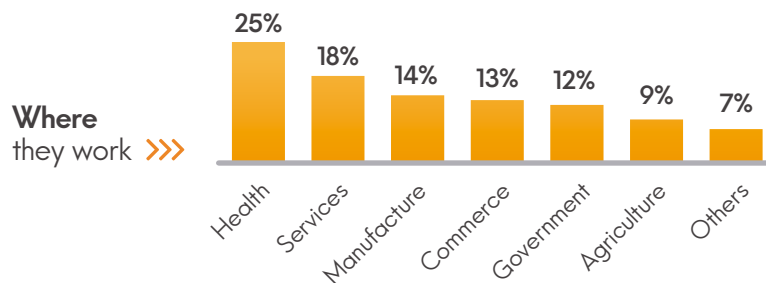
68%
From the city



32%
Outside the city



9 years
Average
Work experience



OUR FACULTY



32% Female
68% Male



7
Nationalities



55%
Management



12%
Marketing



25%
Finance
& Economics



8%
Entrepreneurship
& Innovation

OUR TEAM



60% Female
40% Male





School Presentation

ESCUELA SUPERIOR POLITECNICA DEL LITORAL (ESPOL) was born as a response to the growing demand of scientific–technical education in the Coastal Region of Ecuador. It was created under the presidency of Dr. Camilo Ponce Enríquez, through Executive Decree No. 1664 published in the Official Registry of November 11th, 1958. In May 25th, 1959, 51 students officially began ESPOL’s academic life, under the direction of its first Rector, Walter Camacho Navarro.

ESPOL is a public university, located in Guayaquil, Ecuador. Celebrating this year its 62th anniversary. ESPOL has 33 undergraduate programs and 38 graduate programs, in the fields of Engineering, Computer Science, Economics, Management, Statistics, Tourism, Logistics, among other areas. Six of the university engineering majors are ABET accredited.

ESPAE, the Graduate School of Management at ESPOL, was established in November 29th, 1983 as a Graduate Program in Business Administration. It started its activities in May 1984, offering a part-time MBA. The school’s activities emphasize leadership, innovation, entrepreneurship, and sustainability, which has positioned ESPAE as a pioneer in different fields. ESPAE started in 1995 the first specialization program in Health Care Administration in the country, and in 2003 the first Master in Taxation, in 2016 the first Master in Sustainable Agribusiness, in response to specific needs of the Ecuadorian society. ESPAE is also a national and regional referent in entrepreneurship education and applied research in entrepreneurship.

ESPAE’s commitment to quality and good practices is reflected through its international accreditations. The school earned AACSB accreditation in 2014, AMBA accreditation in 2017 for MBAs, and the Global Accreditation Center (GAC) of the Project Management Institute PMI for Educational Programs in Project Management in 2018.

ESPAE is located at Campus “Las Peñas” in downtown Guayaquil. The vast majority of ESPOL academic activities are currently held at Campus Gustavo Galindo.

ESPAE offers the following graduate degrees: Master in Business Administration (PMBA), Executive MBA (EMBA), Master in Project Management (MPM), Master in Hospital Management (MHM), and Master in Sustainable Agribusiness (MSA).

The school has 55 faculty members and about 400 students per year in all its Master programs. By November 2020, ESPAE graduates added up to 3200, in the following programs:

- 37 cohorts of Master in Business Administration
- 23 cohorts of Executive MBA
- 14 cohorts of Master in Hospital Management
- 18 cohorts of Master in Project Management
- 5 cohorts of Master in Sustainable Agribusiness
- 9 cohorts of Master in Taxation



PRME Step by Step

When preparing our first report back in 2009, and searching a way of making sense and systematize the work done by the school in social responsibility, we conceived sort of a model that we called PRME Step by Step, based on a spiral metaphor, which allowed us to plot activities, projects, and strategies, at diverse stages of development (Figure 1).

Each group of activities triggered a knowledge cycle of a spiral characterized by the following stages: Acquisition – Institutionalization – Sharing – Creation. Nevertheless, our experience tells us that simultaneous stages may occur and that some of the activities may overlap. The PRME spiral metaphor tries to explain that every cycle increases our knowledge, reinforce institutionalization, involve more people and develops the knowledge creation capacity. Being signatory of the PRME has been a permanent learning experience for ESPAE.

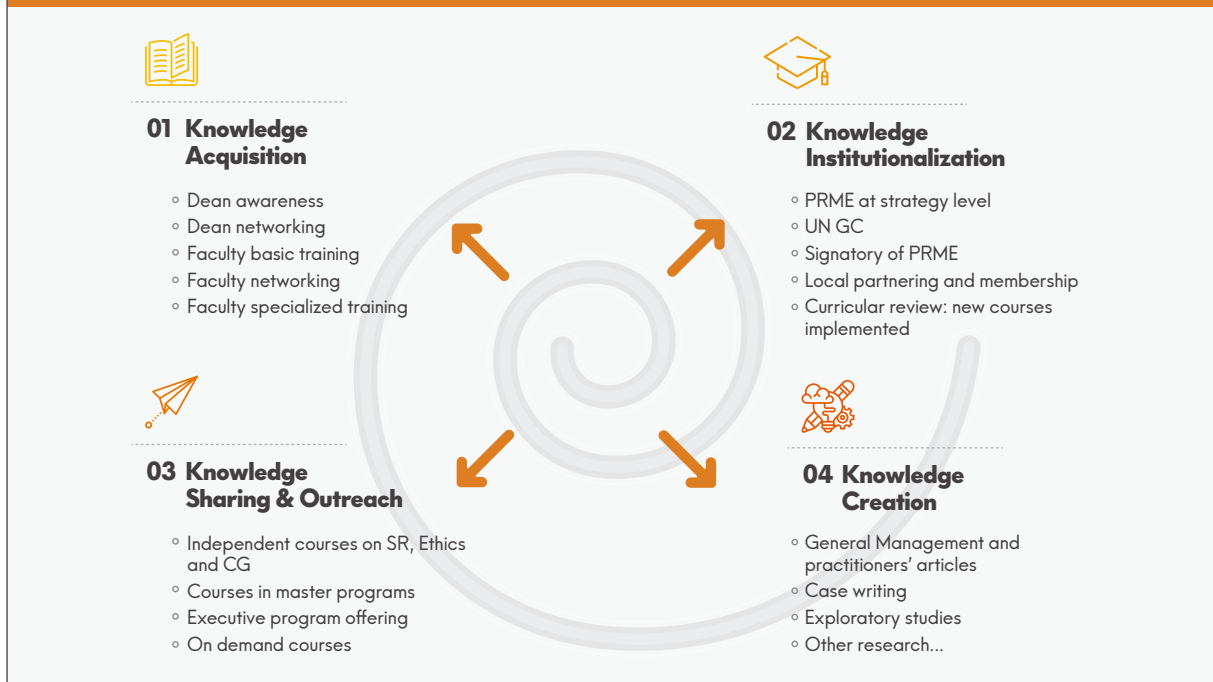
Knowledge Acquisition

The first quadrant of the model includes instrumental activities, a kind of knowledge toolbox that feeds the process. Some of the activities pertaining to Knowledge Sharing & Outreach also allow for internal knowledge acquisition; when is the case we include the activity under both categories.

Knowledge Institutionalization

The second quadrant is where three of the PRME principles, Purpose, Values, and Method, converge. We believe that change starts at individual level, and thus our efforts focus on our faculty, students, and staff.

Figure 1. PRME Step by Step



Knowledge Sharing & Outreach

The third quadrant includes all the activities aimed at communication and development of relationships with stakeholders, alliances, and outreach activities. We consider that the Principles of Partnerships and Dialogue fit in here.

Knowledge Creation

The fourth quadrant includes research activities. We view research on sustainability, not as an end but as a mean to a better understanding of local practices to improve courses and teaching, as well as a resource to work with industry. Thus, we include cases, technical notes, books, and scholarly research.

We believe that the model or template is still valid for ESPAE, and thus we prepare our new Sharing in Progress Report according to the scheme, as follows.



KNOWLEDGE ACQUISITION KNOWLEDGE ACQUISITION

Knowledge Acquisition



Principle 1: Purpose

We will develop 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.

Table 1 below shows the number of students of all ESPAE's Master programs who were enrolled in relevant courses, according to the curricula 2015-2019. During the past year, all our programs underwent a thorough review in response to changes in higher education regulation and changes in the market. In the next section, *Knowledge Institutionalization*, we include the new courses and show the related improvements.

Table 1. Students who attended specific courses on ethics, social responsibility, environmental impact, sustainable development, and corporate governance

Programs	Courses	Start date	End date	Number of Students Enrolled
Academic Year 2019				
EMBA22	Corporate Social Responsibility	27/9/2019	29/9/2019	33
PMBA35	Corporate Social Responsibility	09/1/2019	20/2/2019	32
PMBA35	Corporate Governance	22/7/2019	16/9/2019	31
MSA2	Natural Recourse Economics	05/1/2019	20/1/2019	27
MSA3	Strategic Sustainable Agribusiness Management	18/5/2019	02/6/2019	24

Continued on the next page

Table 1. Students who attended specific courses on ethics, social responsibility, environmental impact, sustainable development, and corporate governance (continued)

Programs	Courses	Start date	End date	Number of Students Enrolled
Academic Year 2019				
MSA3	Natural Resource Economics	09/11/2019	24/11/2019	18
MSA3	Sustainable Environmental Management	06/12/2019	08/12/2019	19
MSA4	Introduction to Sustainability	16/8/2019	18/8/2019	19
MSA4	Sustainability Management for Agribusiness	09/11/2019	24/11/2019	21
MHM11	Corporate Governance	05/10/2019	06/10/2019	38
MHM12	Ethics and Social Responsibility	23/8/2019	25/8/2019	38
MPM14	Social Evaluation of Projects	11/1/2019	13/1/2019	36
MPM14	Socioeconomic Analysis	26/1/2019	10/2/2019	36
MPM15	Sustainable Development	04/1/2019	19/1/2019	30
MPM15	Ethics and Social Responsibility	15/2/2019	17/2/2019	31
MPM15	Market Research and Social Demands	02/8/2019	18/8/2019	29
MPM15	Environmental Impact Assessment	5/10/2019	06/10/2019	25
MPM16	Sustainable Development	15/7/2019	02/8/2019	20
MPM16	Ethics and Social Responsibility	30/8/2019	01/9/2019	18
Total 2019				525
Academic Year 2020				
PMBA36	Corporate Social Responsibility	08/1/2020	13/2/2020	16
PMBA36	Corporate Governance	13/5/2020	08/7/2020	17
PMBA37	Ethics and Sustainability Management	24/8/2020	28/9/2020	20
MSA3	Rural Development and Agribusiness	11/1/2020	26/1/2020	22
MSA4	Strategic Sustainable Agribusiness Management	08/5/2020	31/5/2020	19
MSA4	Rural Development and Agribusiness	31/7/2020	16/8/2020	18
MSA4	Sustainable Environmental Management	29/8/2020	13/9/2020	19
MSA5	Sustainable Agribusiness and Productive Chains	11/9/2020	27/9/2020	23
MHM13	Ethics and Social Responsibility	15/8/2020	16/8/2020	30
MPM15	Social Evaluation of Projects	31/1/2020	02/2/2020	27
MPM15	Socioeconomic Analysis	03/3/2020	24/5/2020	27
MPM16	Market Research and Social Demands	17/2/2020	20/3/2020	17
MPM16	Environmental Impact Assessment	06/4/2020	17/4/2020	18
MPM16	Social Evaluation of Projects	30/6/2020	09/7/2020	18
MPM16	Socioeconomic Analysis	14/7/2020	30/7/2020	20
MPM17	Sustainable Development	01/3/2020	08/3/2020	23
MPM17	Ethics and Social Responsibility	18/4/2020	19/4/2020	25
Total 2020 (up to September 30, 2020)				359

These courses were in alignment with the following Learning Goals for each master program.

Programs Learning Goals

Learning Goals for our master programs reveals the importance of being responsible in business; every master program has a specific learning goal related to it.

Master in Business Administration

Our graduates from the PMBA will be:

- PMBA.LG1** Competent managers in functional areas of business administration
- PMBA.LG2** Effective communicators
- PMBA.LG3** Professionals with entrepreneurial mind-set capable to starting new businesses
- PMBA.LG4** Sensitive (knowledgeable) to the global environment of businesses
- PMBA.LG5** Professionals committed with sustainability as individuals and in the business environment

Our graduates from the EMBA will be:

- EMBA.LG1** Competent managers in functional areas of business administration
- EMBA.LG2** Effective communicators
- EMBA.LG3** Entrepreneurial mind-set professionals capable to start and implement innovation projects
- EMBA.LG4** Sensitive (knowledgeable) to the global environment of businesses
- EMBA.LG5** Professionals committed to sustainability as individuals and in the business environment
- EMBA.LG6** Professionals capable to integrate their experience into the learning process

Master in Project Management

Our graduates from the MPM will be:

- MPM.LG1** Professionals technically competent in the implementation and evaluation of the portfolio, programs and project management cycle
- MPM.LG2** Socially responsible professionals capable of developing innovative and sustainable project
- MPM.LG3** Project managers with the skills and competencies to lead high performance project teams
- MPM.LG4** Competent professionals with a business mindset able to propose a portfolio of projects aligned with the corporate strategy

Master in Hospital Management

Our graduates from the MHM will be:

- MHM.LG1** Competent professionals in the management of health-care organizations
- MHM.LG2** Effective communicators in the organizational context
- MHM.LG3** Professionals able to exploit their creative and innovative abilities
- MHM.LG4** Professionals able to develop new ventures
- MHM.LG5** Socially and ethically responsible professionals in the context of health-care service organizations
- MHM.LG6** Socially politically and economically sensitive to the health-care systems at the global context

Master in Sustainable Agribusiness

Our graduates from the MSA will be:

- MSA.LG1** Competent professionals able to manage functional and strategic aspects of agribusiness
- MSA.LG2** Professionals with the knowledge and skills to identify opportunities and develop sound agribusiness projects
- MSA.LG3** Sensitive (knowledgeable) to the global environment of agribusinesses
- MSA.LG4** Committed with sustainability principles, and highly sensitive with the social and environmental context of agribusiness

Ethics and Sustainability Awareness

From the Exit Survey we apply to PMBA and EMBA students, we can assess their perceptions on the improvement in Ethical Awareness across the program. Scores are on a 10-point Likert type scale as shown in Table 2 below.

Program	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018
EMBA	8.6	8.6	8.2	8.4	7.6	8.0
PMBA	8.7	8.6	8.2	N.D.	8.2	8.0

From the assessment of learning goals in our Master programs, we find a fair understanding on social responsibility in the context of each Master; more than 70% of students in each program meet expectations according to the instruments applied to assess the objectives.

Program	Learning Objective	DME	ME	EE
EMBA	Social responsible individuals (EMBA.LG5)	7%	26%	67%
PMBA	Social responsible individuals (PMBA.LG5)	0%	55%	45%
MHM	Social and ethically responsible individuals in the health context (MHM.LG5)	30%	57%	13%
MPM	Socially responsible professionals able to develop innovative sustainable projects (MPM.LG2)	33%	13%	54%
MSA	Committed with sustainability principles, and highly sensitive with the social and environmental context of agribusiness (MHM.LG4)	8%	50%	42%

Note: DME = Do not Meet Expectations; ME = Meet Expectations; EE = Exceed Expectations.

New Executive Education Courses Design and Delivery

In addition to the curricular review of our Master programs, two new short programs were designed for Executive Education (non-degree); one program aimed at developing managerial skills for sustainable business (Corporate Sustainability), and the other in innovation for sustainable development. Until the end of 2020 we have delivered two versions of the first program, and one of the second. For the program in Corporate Sustainability we partnered with the consulting firm Deloitte, which have a division in Responsible Business; the partnership allowed us to deliver the program in the main two cities of Ecuador: Quito, the capital, and Guayaquil, where our school is located.



Knowledge Institutionalization



Principle 1: Purpose

We will develop 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.

New Programs Curricula

The curricular review brought important changes in our Master programs. Except for the Master in Sustainable Agribusiness, the remaining programs did not have a course in Business Sustainability as such¹. Since the reform, and starting in 2020, the course of Ethics and Sustainable Business Management was included in the curricula, rounding up the education of our Master students, and reinforcing their ability to contribute to sustainable development through business solutions. Nevertheless, related and complementary subjects are discussed in other courses along the programs, as shown in Table 4 and Table 5 below.

The new curricula on average increase the number of courses and the number of learning hours devoted to sustainability and related subjects, and interestingly, except for the Master in Project Management, the course of Strategic Management is one of them.

¹ "Old" programs had courses on Social Responsibility and/or Ethics.

Table 4. Summary of Courses and Learning Hours: Curricula Comparison

Program	Curriculum 2015-2019			Curriculum 2020		
	Number of Courses	Learning Hours	% of Program's Learning Hours	Number of Courses	Learning Hours	% of Program's Learning Hours
EMBA	1	48	2%	2	192	11%
PMBA	2	96	5%	2	192	11%
MHM	2	96	4%	2	192	12%
MPM	6	384	18%	4	408	24%
MSA	6	384	18%	5	360	23%

Table 5. Courses on Sustainability and Related Subjects: Curricula Comparison

Curriculum 2015-2019		Curriculum 2020	
Program / Course(s)	Learning Hours	Program / Course(s)	Learning Hours
EMBA	2173	EMBA	1800
Corporate Social Responsibility	48	Ethics and Sustainable Business Management	96
		Strategic Management	96
PMBA	2129	PMBA	1800
Corporate Social Responsibility	48	Ethics and Sustainable Business Management	96
Corporate Governance	48	Strategic Management	96
MHM	2174	MHM	1656
Ethics and Social Responsibility	48	Business Ethics, Bioethics, and Sustainability Management	96
Corporate Governance	48	Strategic Management	96
MPM	2131	MPM	1680
Sustainable Development	72	Ethics and Sustainable Business Management	96
Ethics and Social Responsibility	48	Market and Social Demands Research	72
Market Research and Social Demands	96	Environmental, Social, and Economic Evaluation	144
Environmental Impact Assessment	48	Problem Solving Frameworks	96
Social Evaluation of Projects	48		
Socioeconomic Analysis	72		
MSA	2129	MSA	1536
Introduction to Sustainability	48	Sustainable Agribusiness and Productive Chains	72
Sustainability Management for Agribusiness	72	Ethics and Corporate Social Responsibility	48
Strategic Sustainable Agribusiness Management	72	Sustainable Environmental Management	72
Rural Development and Agribusiness	72	Production Management and Supply Chain	72
Sustainable Environmental Management	48	Strategic Management	96
Natural Resource Economics	72		



Principle 2: Values

We will incorporate into our academic activities, curricula, and organisational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

ESPAE Strategy

The revision of 2019 led to an updated version of our 2016 strategic plan. The strategic map (see Figure 2) summarizes the main goals and success factors aligned to achieving those goals. The map shows four strategic goals (ESPAE Global, Alumni and Business Community, Quality Learning Experience, and a Sustainable Organization).

Figure 2. Strategic Map 2019-2022



We would like to highlight several aspects of this graph:

- a) **Engagement with stakeholders.** Alumni and business community are some of the school's closest stakeholders: a closer and fruitful relationship with alumni is key in generating impact in the business ecosystem, as well as joint projects with private and public companies (e.g., EPICO, Banco del Pacífico, Deloitte).
- b) **Profitability with purpose.** The school is working towards leaner processes to increase the profitability of its programs, which in turn will allow the school to increase its social initiatives and expand its scholarship programs.
- c) The 4th Strategic Goal is specifically about the sustainability –financial and societal– of the school. The relationship between financial sustainability, the school's impact on SDGs as well as the role of innovation is key in the school's strategy.

The update brought also minor adjustments to our mission, vision, and values; thus, the new statements follow:

ESPAE's mission statement is:

"We are an Ecuadorian graduate school of management with global quality standards. We craft learning and knowledge-sharing communities to drive innovation, in collaboration with firms, entrepreneurs and society at large, to promote ethical and sustainable management and entrepreneurial ventures"

The school's vision is:

"To become an innovative school with a regional [Latin American] reach, that positively impacts business environment and promotes competitiveness and sustainability of our city and country".

The school stands for the following values:

- **Passion:** We work with initiative, commitment, and high-energy to achieve the proposed results with efficiency.
- **Sustainability:** We responsibly manage the relevant aspects of our stakeholders and the positive social, economic, and environmental impact.
- **Honesty and Respect:** We are trustworthy because of our integrity and righteous actions, and coherent with what we teach.
- **Excellence:** We educate, research, and manage our activities with international quality and accreditation standards.
- **Service Oriented:** We are focused on our students, alumni, and business community satisfaction.

We also recognize the Sustainable Development Goals – SDG – as complementary to the Principles for Responsible Management Education, and a framework for decisions and actions; accordingly, some of our activities contribute directly or indirectly to SDGs, as shown in Table 6.

In 2019, as part of the strategic plan revision, the school went through a discussion regarding its role as a contributor to the Sustainable Development Goals. At the time, there was evidence of contribution to several SDGs, but we found a need to prioritize and focus the activities on very specific goals and targets. Two specific targets were selected:

- **Target 4.7 (By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development...):** As stated in our mission, ESPAE aims to create 'learning and knowledge-sharing communities... that promote ethical and sustainable management'. As previously mentioned, under the First Principle (Purpose), all Master programs embed now sustainability issues in their curricula.
- **Target 12.6 (Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle):** This decision is also mission driven:

ESPAE understands that its role of promoting sustainability needs to be done in collaboration with companies, entrepreneurs and society at large, and thus envisions a role as an enhancer of sustainable practices in companies. Executive Education programs, collaboration for applied research, and ultimately consulting projects are means of supporting this target for the following years.

Table 6. Complementarity among Principles for Responsible Management Education and SDGs

ESPAE Step by Step Model Quadrant	PRME	SDG
I. Knowledge Acquisition	P1. Commitment from the top	-
II. Knowledge Institutionalization	P1 Purpose - P2 Values - P3 Method	SGD4: Quality Education (4.4, 4.7)
III. Knowledge Sharing & Outreach	P5 Partnerships - P6 Dialogue	SDG8: Decent Work and Economic Growth (8.3) SDG9: Industry Innovation and Infrastructure (9.5, 9B) SDG12: Responsible Production and Consumption (12.6, 12.8) SDG17: Partnerships for the Goals (17.16)
IV. Knowledge Creation	P4 Research	SDG4, SDG8, SDG9, SDG12, SDG16, and SDG17

Institutional Projects and Activities

- **Sustainable Finance Initiative (SFI).** The project was mainly motivated by the powerful role of sustainable finance in social transformation and the achievement of the SDGs as well. The new initiative is a platform to attract sustainable investment to be used for the post COVID-19 local economy reactivation. Started as a joint effort of ESPAE-ESPOL, Quito Stock Exchange, Ecuador Central Bank, and Brokerage Company Association. SFI is coordinated by our Professor Daniel Ortega, through the University Center for Public Policy Development.

Currently, account among its members the main regulatory institutions, banking, stock exchange system, American Chambers of Commerce, Deloitte, and SMS Latin America, with the support of the International Capital Market Association, UN, and multilateral banks. SFI was launched on August 11, 2020.

www.u.espol.edu.ec/Siw

- **Seguimos Conectados (We Keep Connected).** As a first response to the quarantine and lockdown because of the pandemic, in mid-March 2020, ESPAE launched a webinar series led by the school faculty, alumni, and partner organizations, supporting of the local community on the crisis confrontation and management. Until October 2020, we have held about 40 webinars and masterclasses and reached more than 2500 participants.

www.espae.espol.edu.ec/en/conectados

- **ESPAE Mentoring Network.** The school awareness of the negative impact of the pandemic on small business and entrepreneurs, led to the development of a mentoring network for our students and alumni. In the network, ESPAE faculty members offer advice on several disciplines and business areas, such as finance, marketing, strategy, etc. The service started in August 2020, and until November we were working with 9 mentees.

www.espae.espol.edu.ec/mentoring

- **Resources Saving Campaign “Vive la Sostenibilidad”.** ESPAE, since 2018, has been implementing the initiative called “Vive la Sostenibilidad” which primary objective is to save and optimize the use of the school resources, as well as promoting recycling practices. To carry out the task, several required actions were disseminated among the faculty and administrative staff. Through the promotion of 7 sustainability habits, like the use of reusable cups, double-sided printing, and the correct sorting of trash, the campaign has raised awareness of how little actions can make a great impact. Until December 2019, the campaign generated a total of 5196 kg of recyclable material, in which paper and files were 41% of the total recyclable material.

The goals of this initiative are to recycle, reuse, and optimize resources, focusing its efforts into the daily life of the institution. Due to the 2020 health emergency, most of the school staff is working from home opening an opportunity to expand the campaign into the promotion of sustainable habits that will allow them to be involved from their households. The campaign keeps running for the staff who has returned to work to the school campus. The plan contemplates the collection of recyclable material from the faculty and staff premises.



Principle 3: Method

We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

- **Entrepreneurship & Innovation course.** Ecuadorian Higher Education Law requires that students present a final graduation project before obtaining their Master degree. Consistent with the entrepreneurship focus derived from ESPAE's mission, MBA students have the requirement to complete a Business Plan as final project, and specialized Master students (MPM, MHM, and MSA) can choose this option too. Appendix 1 shows selected graduation projects from the Master in Sustainable Agribusiness.

As was mentioned in previous reports, since 2014 the emphasis of our entrepreneurship courses is problem solving. Consistently, the 2019 curriculum revision restructured the course including innovation and a different structure. The Entrepreneurship and Innovation course is currently composed of two stages: a bootcamp, where a solution to a problem is proposed, followed by a course with the purpose of developing students' capabilities to design a sustainable business model. The new course in a sense merge entrepreneurship and sustainability; students should propose solutions, business or non for profit, contributing to selected SDGs.



KNOWLEDGE SHARING & OUTREACH KNOWLEDGE

Knowledge Sharing & Outreach



Principle 5: Partnerships

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 dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

The diagram in Figure 3 shows the role of our partnerships as enhancers of our activities of teaching, research, and outreach, besides all mutual learning that take place.

Partnerships

- CEMDES Partnership.** We hold a partnership with CEMDES (the Ecuadorian Chapter of the WBCSD) since 2010. The partnership allowed ESPAE and CEMDES to run a successful Breakfast Series on Sustainable Business Development organized annually from August to October. These conferences are held at ESPAE and started its 10th consecutive year. The conferences mostly deal with sustainability practices; the 2019 cycle focused on sustainable finance and the role of the Chief Financial Officer. The partnership was renewed with the signature of a MOU. The main goals for the next years is to work on the SDG 12, on Objective ODS 12.6 “Encourage companies to adopt sustainable practices and to integrate sustainability information into their reporting cycle.” During 2020, we have been working on the definition of a baseline.

Figure 3. The Role of Our Partnerships

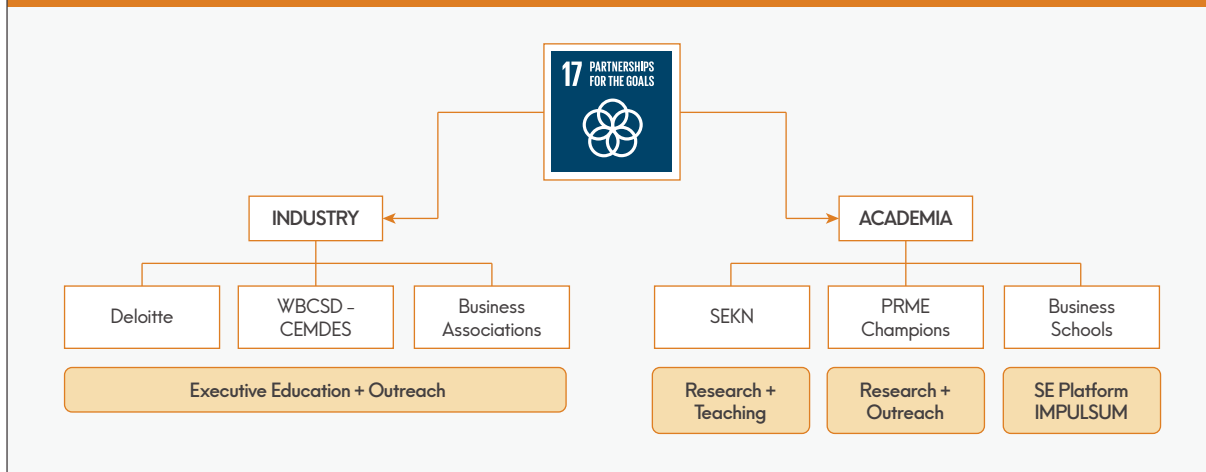


Table 7. ESPAE CEMDES Breakfast Series on Sustainable Business Development

Topic	Invited Speaker	Date	URL
Ciclo de Conferencias CEMDES ESPAE: Inversiones con Visión	David Grey (Banco Pichincha), Julia Barreiro (Manzano Asociados)	20/09/2019	www.u.espol.edu.ec/tKd
Ciclo de Conferencias CEMDES ESPAE: El Rol del CFO en Sostenibilidad	Roberto Salas (NOBIS)	23/10/2019	www.u.espol.edu.ec/epH
Ciclo de conferencias CEMDES ESPAE: Herramientas Financieras para Proyectos de Sostenibilidad	Ana María Salas (Bancolombia)	22/11/2019	www.u.espol.edu.ec/Nm
Webinar: Futuros Posibles: Consecuencias de la COVID-19 en la próxima década	Filippo Vegglio (Managing Director, WBCSD)	3/06/2020	www.youtube.be/FK4-j6oB9_g
Webinar: Evolución del Modelo de Negocio	Roberto Salas, Paúl Palacios, Jorge Rodríguez (Moderator, ESPAE)	30/7/2020	www.u.espol.edu.ec/iIH

Webinar “Evolución del Modelo de Negocio”
Organized by CEMDES
July, 2020

Besides the conferences, CEMDES Executive Director, Jimmy Andrade, and our professor Jorge Rodríguez, designed 5 hours workshop with a set of exercises for a Business to realize how can they simultaneously contribute to the SDGs and create value to their customers. The workshop was delivered in 2019 for the company SEMAICA, and for Universidad Técnica Particular de Loja (UTPL) Masters’ alumni.

On July 30, 2020, Professor Rodríguez was invited to moderate the panel “Evolución de Modelo de Negocio”, composed by executives of local companies and a WBCSD manager.

Likewise, Professor Rodríguez leads the discussion with the business sector on how to adopt sustainable practices and how to report them to the stakeholders.

Webinar “Adopción de Prácticas Sostenibles y Reporte a los Grupos de Interés”
Organized by CEMDES - ESPAE
December, 2020

www.espae.espol.edu.ec/cemdes-espae

- **Partnership with AMCHAM.** ESPAE is member of the Sustainability Committee of AMCHAM Guayaquil since December 2017. The Committee promotes best practices on corporate sustainability among AMCHAM members, and Professor Jorge Rodríguez is the representative of ESPAE in this Committee. A special program on sustainability and the SDGs for SMEs was launched in April 2018 with 6 companies and continued until October 2019.

On September 10, 2020, Professor Rodríguez participated as a moderator in an event on Inclusive Business organized by AMCHAM, on their space Coffee & Share. The speakers were representatives of two local companies: DIFARE and Cervecería Nacional.

On February 20, 2020, Professor Rodríguez made a presentation to members of the chamber, on the results of a Latin American study on Business Practices against bribery², sharing Ecuador results (more information on the study under the Research section).

- **Partnership VUB- Solvay Business School.** As part of this alliance with VUB, and in addition to the Platform for social entrepreneurship³, reported in our previous SIP (2017-2018), we are part of two new projects of interest:
 - **EUROPEAN LATIN AMERICAN NETWORK IN SUPPORT OF SOCIAL ENTREPRENEURS (ELANET).** Funded by ERASMUS+, through the component Capacity Building in the field of Higher Education, is a 3-year project (2021-2023) in partnership with universities from Peru, Bolivia, Colombia, and Ecuador.

The purpose of the project is to build capacity in participant universities to articulate actors of the social entrepreneurship ecosystem, address the lack of leverage among several distributed resources. In general, partner HEIs organize SE support based on individual initiatives related to courses in their curricula. Each course is organizing the support of SEs based on the individual contacts of professors. However, such an approach misses the opportunity to consolidate network partners of other faculty and staff members. HEIs do not leverage to date on the extracurricular involvement of students in support of SEs and available materials and tools in support of SEs. The problem arises because of an inexistent IT tool that facilitates i) network and support coordination, and ii) sourcing an inventory of available materials and tools. The lack of public policy on social entrepreneurship prevents the possibility to reserve budget for public institutions to support SEs. To address this broadly formulated issue, ELANET consortium found it important to identify specific problems and needs per partner country and partner HEI.

- **Colombia:** Uninorte, Unisabana, UTB, Unimagdalena, and CESA
- **Ecuador:** ESPOL and Ucuena
- **Bolivia:** UMSS and UCB
- **Perú:** UDEP and Ucontinental
- **SEFFICIENCY.** Funded by Flemish Cooperation (Belgium), is a 2-year project (2020-2021), however its execution was delayed by the pandemic until 2021. The main objective is the implementation of Social Entrepreneurship Offices in the participant Universities. Partners in this project are: ESPOL (Ecuador), Universidad Católica Boliviana (Bolivia), and Kyambogo University (Uganda).
- **Social Entrepreneurship Summit 2020.** ESPAE was host of this virtual event, held on September 9-11, 2020. It was the second edition of the summit organized by EQUALISI BVBA, in cooperation with the Social Entrepreneurship Chair of VUB and ESPAE. The purpose of the SES is to convene researchers, faculty and students, social entrepreneurs, people from the business community and government institutions, to share knowledge, best practices and challenges on social entrepreneurship and innovation.

The event had 200 attendees from 23 countries, from Latin America, Europe, North America and Africa. The conference ran in parallel with a virtual fair that showcase s more than 30 projects from 9 countries. If possible, in 2021, the plans are to hold an in-person event at ESPAE in Guayaquil.

www.espae.espol.edu.ec/en/ses2020 

² Lasio, M.V., Rodríguez, J.A., & Servigón, V. (2019). Ecuador. In G. Yepes- López, C. García de la Torre, & M. Schwalb Helguero (Eds.), *Estado de las prácticas empresariales contra el soborno: primer estudio latinoamericano* (pp. 136-155). Colombia: Corporación Red Local del Pacto Global en Colombia. Disponible en: www.u.espol.edu.ec/2h

³ <https://platform.vubsocialentrepreneurship.com/project/15592>

- **Partnership with ASHOKA.** In 2018, our school was invited to be a partner with Ashoka and Social Lab from UNESCO, for the initiative on Social Innovation COMPROMETIDOS (COMMITTED) (www.u.espol.edu.ec/Tj2). Our role was to volunteer as mentors for several projects' teams. In 2019, the school collaborated again in the initiative with the participation of a group of 19 mentors, composed of faculty members, alumni, and staff.
- **Global Compact Ecuador Network.** As members of the local network faculty members of ESPAE participate in the initiative "Mesas de Diálogo por los ODS" (Dialog for the SDGs), during 2018-2020 as follows:
 - SDG 2: Jorge Rodríguez
 - SDG 8: Xavier Ordeñana and Paola Ochoa
 - SDG 9 and SDG 17: Virginia Lasio
 - SDG 12: Juan Carlos Bustamante

New Partnerships

- **Deloitte.** In 2019 we started a partnership with the consulting firm Deloitte, for the delivery of the second edition of the Program on Corporate Sustainability and the International Program in Strategy and Sustainable Business Models. With their participation, the program was jointly reviewed with the advice of their experts who are more practice oriented.

We also organized a joint event for the launch of the results of the regional study on practices against bribery, on July 10, 2019.

www.u.espol.edu.ec/4aY

- **CORPEI.** In February 2020, a specific agreement was signed with CORPEI, an Ecuadorian private agency for competitiveness promotion, with the aim to develop materials, a Good Practices Handbook, and a training program for companies, on practices against corruption. The role of ESPAE in the partnership is mainly to promote research and publications, cases, and measurements on Integrity & Transparency. The project was delayed by the pandemic and will probably start in 2021. Is interesting to note that this project is kind of spin off our regional study.

Other related activities

- **AMBA Trailblazers.** Professor Jorge Rodríguez presented his research "NGOs initiatives for poverty alleviation in supply chains", published in the Journal of Supply Chain Management in 2016, for the segment Trailblazers of the Association of MBAs, AMBA.

www.businessgraduatesassociation.com/research/research002



Premios Latinoamérica Verde 2019
September, 2019

- **Premios Latinoamérica Verde 2019.** A total of 14 mentors among ESPAE students, alumni, faculty, and staff collaborated in this globally recognized event.

www.premioslatinoamericaverde.com/evento/2019

- **Project Management and Social Entrepreneurship Training Program.** A team of six students and alumni from the Master in Project Management delivered, during the period November-December 2020, a pro-bono training program addressed to 30 community leaders already working with the NGO Plan International in the provinces Guayas, Santa Elena, and Los Ríos.

www.u.espol.edu.ec/WYr

- **PRME Meetings attendance.** The school participated in the 8th PRME Latin American and Caribbean Meeting, hosted virtually by ISAE (Brazil). ESPAE will be the host for the 10th PRME LAC Meeting in Guayaquil, to be defined if virtual or in-person, according to the evolving situation of the COVID-19 pandemic.



Knowledge Creation



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.

In alignment with the school mission, research is conducted around the following areas: i) Entrepreneurship & Innovation, ii) Management, iii) Sustainability, and iv) Agricultural Value Chains.

Besides joint research with the academic partners, collaboration with stakeholders has been key into knowledge creation and its contribution to the SDGs. 'Epicentro' Program (joint initiative with the local agency that promotes entrepreneurship from the local government), led to a project to examine the processes that may enhance innovation's orientation, resulting in higher levels of SMEs' performance. A collaboration with Banco de Guayaquil led to a study related to youth employment in a low income region and the development of a case study.

Finally, the school has also participated, with the National Institute of Agricultural Research (INIAP by its acronym in Spanish), in the release of an analysis about the cocoa value chain in the province of Manabí. This study found out the determinants to guarantee price increases according to the incorporation of the best agricultural practices.

Figure 4 shows the alignment of the school intellectual contributions with the SDGs⁴. About 38% of publications contributed jointly to SDG8 and SDG9. The remaining publications contributed to SDG2, SDG10 and SDG12 by 11%, respectively.

⁴ The alignment was conducted using the methodology developed by Jayabalasingham, Boverhof, Agnew & Klein (2019) to identify research that supports SDGs using keywords related to each of the goals.



Some of notable intellectual contributions such as “Minimum wage impacts on wages and hours worked of low-income workers in Ecuador” (Wong, 2019) and “The evolution of socioeconomic health inequalities in Ecuador during a public health system reform (2006 – 2014)” (Granda & Jiménez, 2019) are listed in Appendix 2.

Figure 4. ESPAE Intellectual Contributions by SDG



Research Projects

- **Cases in Sustainable Finance.** A research proposal led by Professor Daniel Ortega was selected for funding by Consortium Collaboration Awards Program (CCAP); the project congregated researchers from universities in Colombia and Mexico, to develop a set of regional study cases on sustainable finance.


www.espae.espol.edu.ec/ortegaganapremio

- **Research on Sustainable Innovation.** As part of the SEKN membership, ESPAE received in 2019, as a visiting scholar, Professor Roberto Gutiérrez from Universidad de Los Andes, Colombia. Among his activities, together with ESPAE Professors Jorge Rodríguez and Adriana Amaya, they started a new research line on sustainable innovation which explores the tensions among business sustainability strategy, their contributions to SDGs, and the company business model. The professors expect to gain a better knowledge on how companies can innovate their business models to increase their contributions to the SDGs, and to publish results in 2021-2022.

Case “Ayangué: En busca del Turismo Sostenible” (*Ayangué: In Search of Sustainable Tourism*). In August 2020, this case was accepted and added to the SEKN collection. The case was developed by professors Antonio Quezada, Jorge Rodríguez, and Sonia Zurita with the intended use in courses such as Projects for Sustainable Development, and Territorial Development. The case allows discussions around subjects such as problem framing, change theory, and institutional logic.



Estado de las prácticas empresariales contra el soborno: primer estudio latinoamericano
 Yépez-López, García de la Torre & Schwalb Herlguero (2019)

- **IISLAC.** In 2017, ESPAE joined the project “Bribery Institutionalization Index in Latin America and Caribbean”, IISLAC, led by Gustavo Yepes-López from Universidad Externado (Colombia). The purpose of the study is to measure the level of pervasiveness of bribery into the corporate culture of business. A book including a chapter per participating country was published in July 2019. Currently, a team of faculty, is working two articles derived from the project. 

www.u.espol.edu.ec/EHi 

- **SCALA.** SCALA is a research initiative by OBSERVATORIO SCALA in Universidad De Los Andes in Colombia. This research center called for research on business initiatives in the distribution node of the value chain that aim to alleviate poverty in the involved actors. In 2018, ESPAE participated in the initiative, we collected data of a case study in Ecuador. In 2019, we did a follow up of this case study, we performed a quantitative analysis about this business intervention. We expect to publish the results of this research in 2021-2022.





NEXT STEPS NEXT STEPS NEXT STEPS NEXT STEPS

Next Steps

Below, an outline of activities and projects concerning the Principles and the 2030 agenda. To be addressed in the following years.

1. Learning goals are being revised due to the new curriculum design conducted in 2019 (CR2019). The process will ensure that sustainability is embedded into the new learning objectives. New instruments will be implemented to assess student learning on regards of sustainability principles and mindset helping the School to evaluate the impact into the curriculum.
2. Aligned with Target 12.6, the school will strength the links with stakeholders like alumni and the business community to increase awareness of sustainability practices.
3. The school will evaluate the societal impact of all its activities and how research supports the SDGs. The school aims to develop indicators to assess its effectiveness and contribution to society development.
4. Due to the impact of the health emergency into unemployment, the school will work with the students' association in outreach projects, social entrepreneurship projects, and strengthen students and alumni start-ups and businesses.

Tablero de Experimentación

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APPENDIXES

APPENDIX 1

Graduation Projects on Sustainability and Related Topics 2019/2020

Graduation Project	Students	Cohort
Design of community governance structure to achieve a sustainable irrigation system.	Guime Baldion Karla Yanick	MSA 1
	Freire Serrano Carlos Daniel	MSA 1
Business plan for the creation of a qualified environmental manager for the final disposal of obsolete pesticides and plastic waste generated by companies that import and market pesticides in Ecuador.	Polo Checa José Andrés	MSA 1
	Sagñay Puente César Andrés	MSA 1
Production and marketing of sustainable pork cuts with vertical integration in the links of the value chain.	Morán Ramírez Natahel Erasmo	MSA 2
Agroinformate Campesino, the farmer's APP.	Fischer López Jorge Eduardo	MSA 2
Commercialization of Pollinaza as organic fertilizer for different crops in Ecuador and other possible uses.	Cruz Parra Diego Antonio	MSA 1
Business model for the improvement of the current commercialization of honey and its derivatives of the Association of Apiculture Producers of Guayas.	Aguillón Martínez Jorge Luis	MSA 1
	Robalino Rodríguez Carlos Alberto	MSA 1
Use of forest residues, converted into chips, as a source of combustion to generate energy.	Elizalde Romero Xavier Enrique	MSA 1
Development and commercialization of a composting system from African palm for the company OLEODAVILA S.A.	Arias Aspiazu Ricardo Alberto	MSA 1
	Santillán Nicola Nessar Andrés	MSA 1
Business Plan for sustainable organic production and national and international commercialization of papaya (carica papaya).	Espinoza Bustamante Xavier Esteban	MSA 2
	Marín Delgado Jorge Geovanny	MSA 2
Agrotourism as an additional offer to the productive activities of the Kichwa nationality of Pomona, "Asociación de Artesanos Indígenas de Pastaza", county and province of Pastaza.	Quintanilla Díaz Cristian Fabricio	MSA 2

APPENDIX 2

Peer-Reviewed Journal Articles aligned with SDGs 2019/2020

- Ochoa Pacheco, P. & Coello-Montecel, D. (2020). The Working Conditions Questionnaire: cross-cultural validation and scale refinement in six Ibero-American countries. *Employee Relations*. <https://doi.org/10.1108/ER-05-2020-0240>
- Wong, S., Valverde, I., & Silva, C. (2020). Dynamics of the Relation Between Latin America And China: Cluster Analysis, 2005–2018. *Online Journal Mundo Asia Pacifico*, 9(16), 5–27. <https://doi.org/10.17230/map.v9.i16.01>
- Kulmer, V., Jury, M., Wong, S., & Kortschak, D. (2020). Global resource consumption effects of borderless climate change: EU's indirect vulnerability. *Environmental and Sustainability Indicators*, 8, 100071. <https://doi.org/10.1016/j.indic.2020.100071>
- Amaya, A., Chen, Y.-C., & Yang, T.-K. (2020). Entrepreneurial and alliance orientation alignment in new product development. *Technological Forecasting and Social Change*, 153, 119916. <https://doi.org/10.1016/j.techfore.2020.119916>
- Ortega-Pacheco, D. V., Keeler, A. G., & Jiang, S. (2019). Climate change mitigation policy in Ecuador: Effects of land-use competition and transaction costs. *Land Use Policy*, 81, 302–310. <https://doi.org/10.1016/j.landusepol.2018.10.015>
- Castillo, M. J., & Carpio, C. E. (2019). Demand for high-quality beef attributes in developing countries: The case of Ecuador. *Journal of Agricultural and Applied Economics*, 51(4), 568–590. <https://doi.org/10.1017/aae.2019.21>
- Portalanza, D., Barral, M. P., Villa-Cox, G., Ferreira-Estafanous, S., Herrera, P., Durigon, A., & Ferraz, S. (2019). Mapping ecosystem services in a rural landscape dominated by cacao crop: A case study for Los Rios province, Ecuador. *Ecological Indicators*, 107, 105593. <https://doi.org/10.1016/j.ecolind.2019.105593>
- Beitl, C.M., Rahimzadeh-Bajgiran, P., Manuel Bravo, M., Ortega-Pacheco, D., & Bird, K. (2019). New valuation for defying degradation: Visualizing mangrove forest dynamics and local stewardship with remote sensing in coastal Ecuador. *Geoforum*, 98, 123–132. <https://doi.org/10.1016/j.geoforum.2018.10.024>
- Mosquera, V.B., Delgado, J., Alwang, J., López, L.E., Ayala, Y.C., Andrade, J.D. & D'Adamo, R. (2019). Conservation Agriculture Increases Yields and Economic Returns of Potato, Forage, and Grain Systems of the Andes. *Agronomy Journal*, 111(6), 2747–2753. <https://doi.org/10.2134/agronj2019.04.0280>
- Delgado, J.A., Barrera Mosquera, V.H., Escudero López, L.O., Cartagena Ayala, Y.E., Alwang, J.R., Stehouwer, R.C., Arévalo Tenelema, J.C., D'Adamo, R., Domínguez Andrade, J.M., Valverde, F., & Alvarado Ochoa, S.P. (2019). Conservation agriculture increases profits in an Andean region of South America. *Agrosystems, Geosciences & Environment*, 2(1), 1–8. <https://doi.org/10.2134/age2018.10.0050>
- Alwang, J., Barrera, V., Andrango, G., Domínguez, J., Martínez, A., Escudero, L., & Montufar, C. (2019). Value-Chains in the Andes: Upgrading for Ecuador's Blackberry Producers. *Journal of Agricultural Economics*, 70(3), 705–730. <https://doi.org/10.1111/1477-9552.12329>
- Vera-Gilces, P., Camino-Mogro, S., Ordeñana-Rodríguez, X., & Cornejo-Marcos, G. (2020). A look inside banking profitability: Evidence from a dollarized emerging country. *The Quarterly Review of Economics and Finance*, 75, 147–166. <https://doi.org/10.1016/j.qref.2019.05.002>
- Wong, S. (2019). Minimum wage impacts on wages and hours worked of low-income workers in Ecuador. *World Development*, 116, 77–99. <https://doi.org/10.1016/j.worlddev.2018.12.004>
- Bustamante, J., & Amaya, A. (2019). A transformative perspective of financial services for the unbanked. *Journal of Services Marketing*, 34(2), 193–205. <https://doi.org/10.1108/JSM-01-2019-0008>
- Granda, M. L., & Jimenez, W. G. (2019). The evolution of socioeconomic health inequalities in Ecuador during a public health system reform (2006–2014). *International Journal for Equity in Health*, 18(1), 1–12. <https://doi.org/10.1186/s12939-018-0905-y>
- Vera-Gilces, P., Ordeñana, X., & Jiménez, A. (2019). El efecto de la inversión extranjera directa en el desempeño de empresas locales latinoamericanas: el caso de las manufacturas en Ecuador. *Información Comercial Española, ICE: Revista de Economía*, (909), 93–107. <https://doi.org/10.32796/ice.2019.909.6900>



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