Do Good.
Do Better.

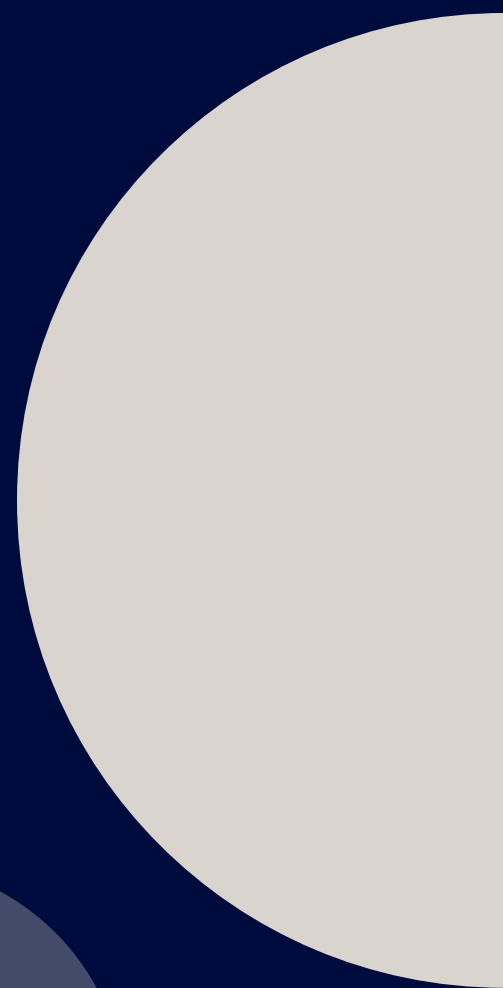# esade
RAMON LLULL UNIVERSITY
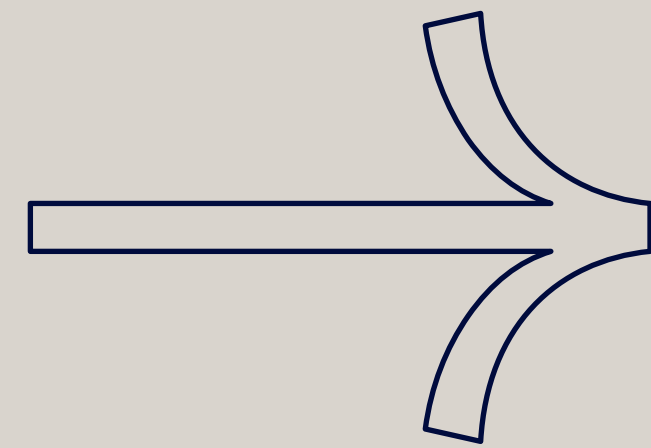
Informe

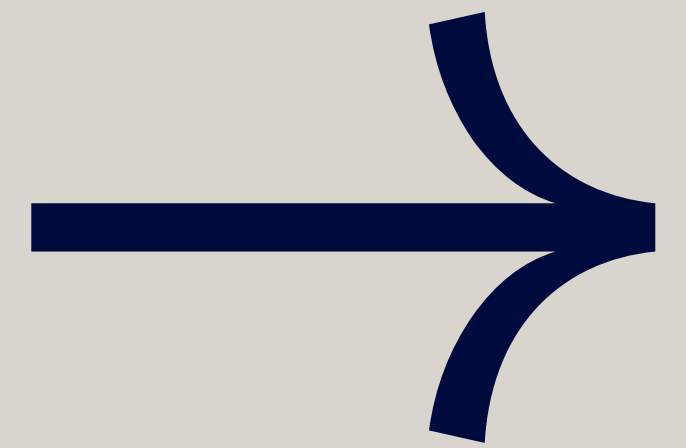# Identity and Social Responsibility Report

SIP **PRME** Principles for Responsible
Management Education

2021 2022

Encouraging meaningful change since 1958

Do Good. Do Better.

Index

Message from the Director General

GRI 2-6, 2-22

At Esade, we believe that just by integrating sustainability as a strategic axis in organizations, we can respond to the great challenges we face as a society.

Xavier
Mendoza

Since its foundation, Esade has been committed to fostering positive and significant changes in society through education, research and social debate. Our motto "Do Good. "Do Better" presents this commitment, reflects our mission and values, which, in the field of education, focuses on the person and the integral training of people and professionals called to lead the change of paradigm in organizations that represent sustainability.

The sustainability approach requires us to determine which topics should be prioritized; therefore, a materiality analysis was performed, in which 11 stakeholders participated through different methods of consultation. This analysis has served as a basis for developing the 2022-2026 Sustainability Plan, a living document that will continue to be updated to make room for emerging challenges.

Among the multiple initiatives and activities developed during the 2021-2022 school year, I would like to highlight the development of the academic curriculum for a new official degree, the Master in Sustainability Management, the first edition of which will start in September 2023. The organization of a new edition of the Sustainability Week has also been quite relevant, involving the entire academic community and in which our students have played a special role. Likewise, the effort that our community makes daily to generate greater social impact has been recognized with the Business School Impact System (BSIS) label, granted by EFMD.

This report presents our commitment to people, planet and governance. In this sense, it is mandatory that I acknowledge, thank and congratulate the entire Esade community for their involvement and performance. Likewise, and for another year, we reiterate our firm commitment to the Global Impact Principles and the Principles for Responsible Management Education (PRME), both initiatives of the United Nations that allow us to advance in improving transparency and accountability.

I would like this report to be useful and stimulating for all those interested in learning how higher education institutions integrate sustainability as an essential element of their daily work.

Message from the Identity and Mission Director

GRI 2-6, 2-22

Cristina
Giménez
Thomsen

Given the current challenges, like the climate emergency, growing inequality and the immigration phenomenon, an action committed to regenerating the planet and caring for people is required.

At Esade, we want to contribute to the transformation of people and promote significant social changes and impact. This report presents the actions we are taking to renew our commitment. Faithful to our mission and in response to the impact that our primary stakeholders expect, we highlight the following actions of the 2021-2022 school year:

1. **Reinforcing the presence of ethics, social responsibility and sustainability in our educational offer, research and social debate.** We have continued working to mainstream sustainability in curricula and reinforcing the presence of **transformative educational experiences,** based on collaboration with the community to resolve social and environmental challenges. During the 2021-2022 school year, a total of 232 undergraduate students participated in these experiences. We also highlight the presence of ethics, responsibility and sustainability as central themes in our research. The percentage of articles in *peer-reviewed journals* about these topics reached 56.56% this school year.

2. **Continuing our firm support of fostering diversity and equal opportunities.** We highlight **the scholarship program** that has allowed **287 students,** who are brilliant but do not have sufficient economic resources, to be able to study at Esade.suficientes, hayan podido estudiar en Esade.

3. **Reinforcing our governance and institutional compliance model.** During the 2021-2022 school year, we have continued to release new institutional policies with the goal of reinforcing our governance model. We highlight the revision of the **code of ethics and conduct** and the effort toward greater transparency regarding our impact, highlighting the **Business School Impact System (BSIS)** label granted by EFMD and the **certification under the ISO 14064 standard,** verifying the calculation of greenhouse gas emissions.

These results are the fruit of an impact-oriented culture and a community committed to working with **sensitivity and human quality, and in favor of social and environmental justice**. Therefore, in this report we also want to highlight all those spaces that allow us, as a community, to hold dialogue, reflect, and delve into our mission and how to lead actions that contribute to its deployment.

We thank our entire community for their commitment to making our institution a project of personal and social transformation.

2021 — 2022 in figures

GRI 2-1, 2-6, 401-1

15,467 students
↑ +25%

6,864 international students
44% del total
↑ +49%

+72,000 Alumni
↑ +7.46%

1,037 Professionals
↑ +16.26%

Our campuses

+78,000 m² total surface area

Bcn Pedralbes Campus	Bcn Sant Cugat Campus	Madrid Campus
32,655 m²	**42,530** m²	**3,368** m²

134.⁰⁴ €M gross revenue

123.³³ €M net revenue

Esade,
quality guarantee

Esade is among the business schools distinguished by a **triple crown** (only the top 1% have this):

EFMD EQUIS ACCREDITED

AACSB

ASSOCIATION OF AMBAs

In the 2021-2022 school year, we received the BSIS label for the first time, a label for impact assessment granted by *EFMD Global*.

We reviewed and updated the internal quality guarantee system (SGIQ) of the Catalan University Quality Assurance Agency (AQU)

OBSIS IMPACT

EFMD GLOBAL
FNEGE
Fondation Nationale pour l'Enseignement de la Gestion des Entreprises

AQU SIGQ Certificat
SIGQ-43007351-21
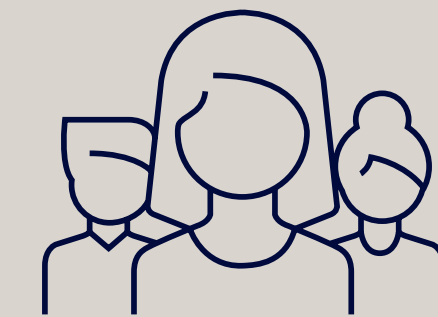AQU Catalunya està inscrita a EQAR

We supported
access to scholarshipss

€4M
invested in scholarships

287
Scholarship students

Esade researches

123
articles in peer-reviewed journals

25
new research projects

75
projects underway with external funding

Our students and professionals

Students

15,467 ↑25%

International origin (students) 6,864 ↑49%

Business School	Law School	Executive Education
4,125 ↑3%	**1,946** ↓0,5%	**9,396** ↑47%
students	students	students

Professionals

1,037 ↑16%

509	Administration and services personnel (PAS)	↑ 11%
429	Business School and Law School professors	↑ 24%
30	Language professors	↑ 3%
43	Researchers	↑ 13%
26	PhD candidates	↑ 18%
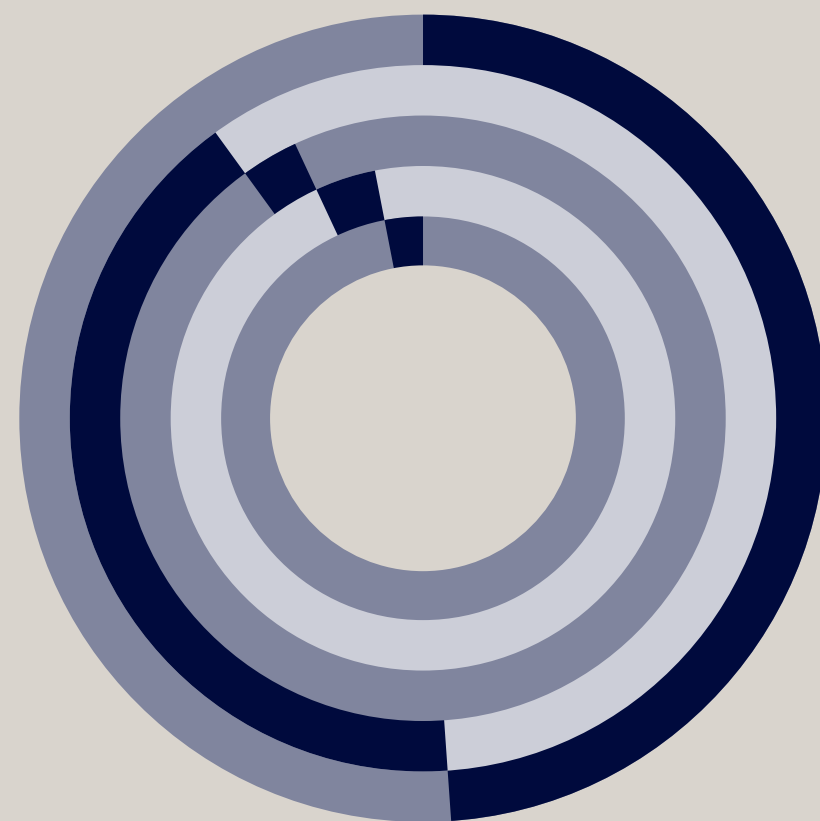
Educational Innovation

New degrees for the 2021-2022 school year

Masters
Master in Legal Practice

Master of Lifelong Learning in International Sports Law Practice

Other degrees
Expert Degree in International Sports Law Practice

New degrees approved in the 2021-2022 school year to begin in 2022-2023

Bachelors
Bachelor in Transformational Leadership and Social Impact (BiTLASI)

Masters
Master of Science in Digital Business

Rankings

#4	**#1**	**#3**	**#1**
Executive Education (Worldwide), *Financial Times*	Entrepreneurship Ecosystem (Europe), *Poets & Quants (P&Q)*	Diversity (Worldwide), *QS*	Educational Innovation, *The Economist*

Esade Alumni Global Network

Number of Alumni

72,000

↑7.46%

esadealumni

Esade BAN

	2019	2020	2021
Investment (€M)	2.3	2.7	3.8
Start-ups funded	31	16	27
Projects served	445	391	403
Business angels	202	214	223

Commitment to the entrepreneurial ecosystem

In the last **5 years**

€17M has been invested in **119 start-ups** through Esade BAN.

1 Identity, mission and impact
2 Education
3 Research
4 Social debate
5 Esade Community and stakeholders
6 Social action
7 Our social commitment through caring for the environment
8 Financial information
9 Governance
10 Appendix

10

Our institution

GRI 2-23

Founded in 1958 by the Society of Jesus and a group of business owners, Esade has formed part of the Ramon Llull University since 1995 and the UNIJES network of Jesuit universities. Our commitment has always been to do things well and to work to make a positive and significant impact on business, entrepreneurship and people.

We support creating an educational experience based on academic excellence, the acquisition of technical knowledge and the development of human values. This support translates into innovative, cutting-edge and quality education, which has an end goal of impacting business and society. This is our principal contribution and our fundamental impact as an educational institution.

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

At Esade, we undertake this mission, inspired by the humanistic and Christian traditions, within the context of intercultural dialogue.

Our motto «Do Good. Do Better.» reflects this commitment.

Our mission: education and research

GRI 2-23

Our mission as a leading educational institution is **to drive and promote meaningful and impactful social change**, in a framework of intercultural dialogue inspired by the humanistic and Christian traditions. To do this, we rest on three fundamental pillars:
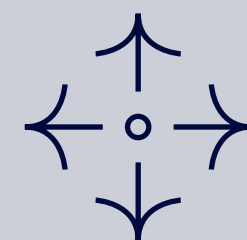
Education

Provide integral education to individuals, so they can become competent and socially responsible professionals.
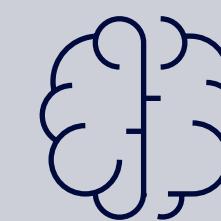
Knowledge

Generate knowledge to help improve organizations and society.
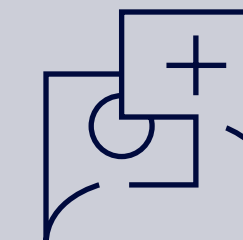
Social Debate

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

The Identity and Mission unit at Esade has the goal of facilitating the integration of the mission and values in all of the school's activities, thus giving purpose and meaning to the institution.

Do Good. Do Better.

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

Our values: human quality, academic excellence and social commitment

The **Esade Foundation Board of Trustees** approved the **Declaration of Values** on January 24, 2008. The Esade community is committed to promoting a set of values coherent with human quality and academic and professional excellence, values that we want to place at the service of the local and global society we serve. These declared values are:

Instilling these values in our staff, students and participants will be of great use and assistance in taking on the social, cultural and environmental challenges that we face.

GRI 2-23, 3-3, 412-2

Integrity

Instil integrity in all our academic and professional activities.

This means behaving with a commitment to fundamental values such as rigour and hard work, honesty, a critical spirit, equity and a sense of responsibility, even in difficult circumstances.

Be Sensitive

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

This implies respecting everyone's dignity and being able to support and help others when they need it and working together to build a fairer and more humane world.

Diversity

Positively value diversity and learn from differences between people, ideas and situations.

This means understanding that differences based on gender, ethnicity, language, culture, sexual orientation, religion, physical traits or any other differences are opportunities to learn and enrich ourselves with different visions about people, the world and ourselves.
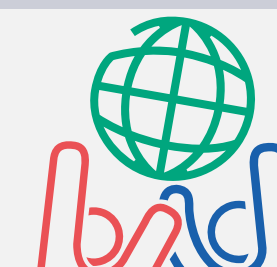
Contribute to the common good

Seek, share and contribute to the common good.

This means being aware that we cannot obtain our own good separately from that of the entire community and that, consequently, this has to be reflected in attitudes based on respect and responsibility towards the community.
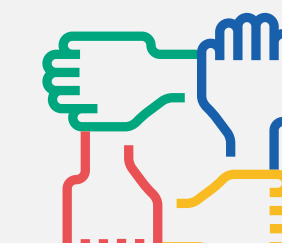
A fairer and more sustainable society

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

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

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

Identity, mission and impact

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.

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

13

1.1.
Identity

We constantly search for greater and better impact on our society.

We constantly search for greater and better impact on our society. To do this, we create spaces where members of our community can reflect on our identity and how to integrate our values in the realization of our missional lines: education, research and social debate. During the 2021-2022 school year, these spaces have been created through the following initiatives:

TRAINING PROGRAMS IN IDENTITY AND MISSION

Programs organized by the Network of the Jesuit universities in Spain (UNIJES), the Society of Jesus' Province of Spain and by Esade.

FIRST-YEAR EXPERIENCE PROGRAM

Program directed at facilitating the incorporation of new students to Esade and their new academic and cultural environment through co-curricular activities. This is developed in three axes: workshops, outings and *peer groups*.

VALUE WORKSHOPS

Sessions directed to the entire Esade community with the goal of sharing and deepening the values that define our institution and our raison d'être.

COMMUNITY BUILDING ACTIVITIES

During the school year, different transversal activities are developed for the entire community: conversations with guest speakers, solidarity initiatives, such as Esadegoespink, La Marató de TV3 or Sant Jordi Solidario.

IGNATIUS 500 PROGRAM

Different activities, such as conferences, celebrations and open-air activities, have been held with the community to celebrate the 500th anniversary of Ignatius of Loyola's conversion.

1.2.
Community

GRI 2-23, 3-3, 412-2

Our community is made up of very diverse people who share the purpose of contributing to building free, more human, fairer and more sustainable societies. The members of the Esade community are committed to working with **sensitivity and human quality, and in favor of social and environmental justice.**

To develop this dialogue, different spaces and opportunities are provided for our community to meet. Below, we present some initiatives held within the last year as an example of this effort and this will.

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

15

1.2.1. COMMUNITY BUILDING" CONVERSATIONS CYCLE

The conversations proposed in this cycle focus on dialogue about:

→ **Personal experience** (dialogue of life).

→ **The ambition to build a better world together** (dialogue of action).

→ **The cultivation of internal life through meditation, mindfulness, yoga or interiority exercises** (sharing our spiritual life).

For our community, it is very important to care for a person's spiritual dimension. This is a "spirituality" that spontaneously evokes interiority and self-awareness, but also evokes a decentralization from the more egocentric "I", a type of decentralization that allows us to experience a deep, harmonious esteem toward others and toward nature, where we are invited to the personal and community commitment. For some people, this decentralization experience also signifies an opening to transcendence that, in this way, generates a genuine religious experience. There is, definitively, a very rich **dialogue held from that opening, an authentic respect for difference and a sensitivity that allows for the adaptation of our behavior toward the religious and cultural context of the people we interact with.**

In 2021, we celebrated **Ignatius 500**, the 500th anniversary of Ignatius of Loyola's conversion, the founder of the Society of Jesus, which would become the most important religious order of the era, with a special dedication to education. Between March and July, activities were organized in five broad areas, highlighting:

Know	· Virtual Ignatius 500 Exposition together with all UNIJES Libraries. · Conversation: "Facing the challenge of 'split life' as opposed to 'whole life.'" · Round table "Seeking a common foundation for the market and the state. Contributions of two Jesuits to the School of Salamanca: exploration into the echo of the authors' thought in our modern legal system". · Screening and colloquium of the movie "What Lucía Saw" which narrates the history of Lucía Barrera, the only witness to the murder of Jesuits in 1989 at the Jose Simeón Cañas University (UCA) in San Salvador. · An exposition at the different campuses about the biography of different Jesuits who have had a great impact on society. · Conference about Saint Ignatius' conversion process and his life with the participation of José García de Castro, SJ, a specialist in Ignatian Spirituality and Professor of the Faculty of Theology at Comillas Pontifical University. · IAJU Workshop to reflect about challenges of Jesuit Higher Education in contexts of religious diversity.
Celebrate	· Commemorate mass in the Sagrada Familia. · Eucharist in the Saint Ignatius chapel at the Pedralbes Campus to commemorate the conversion of Saint Ignatius of Loyola.
Grow	· Creation of silent spaces, open to the entire community, as practice for interiority based on silence and to allow for an approach to the experience had by Saint Ignatius. · Spiritual exercises directed at the community in the Saint Ignatius Spirituality Center in Salamanca. · QuBi (Quality Biography) Program, a program for first-year students that promotes different ways to take full advantage of the Esade experience and gain clarity on personal and professional decisions.
Walk	· Participation of different people from the community in the pilgrimage from Loyola to Manresa, following in the footsteps of Saint Ignatius.
Remember	· On the occasion of World Refugee Day, four testimonies remembered the life of Jesuit Josep Miralles, SJ, professor and member of the Esade Board of Trustees, who gave so much to promote social justice, care for people and spirituality.

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

1.2.2. FIRST-YEAR EXPERIENCE

The First-Year Experience (FYE) program is aimed at students in their first year of the university program. This program offers co-curricular activities that help first-year students adapt to the academic and cultural environment of Esade. The program consists of three aspects: workshops, off-campus day trips and peer groups.

Soft Landing at Esade

The I&M Unit leads this session aimed at all BBA students at Esade. This session has the goal of helping students:

· Learn the mission and values of Esade and understand where they come from and how we live them.

· Identify Esade's support structures and the people that can accompany them in their experience at Esade.

Mentoring Program

Program with participation of faculty and staff from different departments, directed primarily at international students and students with some form of first-year scholarship.

435 people participated.

QuBi (Quality Biography)

Program offered to all first-year undergraduate students (Business and Law Schools) to encourage individual reflection. They work in small groups on their biography and other essential questions.

12 people participated.

Outing to Montserrat

During the Welcome Weeks for the different programs, students are invited to join our community on a cultural visit to Montserrat. On September 18, 2021, **272 students** took part in this visit.

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

1.2.3. WORK GROUPS
FOR OUR EDUCATIONAL MISSION

GRI 2-23, 3-3, 412-2

Organized in work groups, we reflect on our educational mission and how to lead actions that contribute to its realization. Thus, during the 2021-2022 school year, five work teams were created:

· **Service-Learning.**
· **Learning community "Incorporating sustainability in teaching".**
· **UNIJES Ignatian Pedagogy.**
· **Rethinking Business Education and Jesuit Higher Education (IAJU task force).**
· **Interreligious Dialogue, Secularization and Humanism (IAJU task force).**

1.2.4. A COMMUNITY COMMITTED TO SUSTAINABILITY:
SUSTAINABILITY WEEK

During the Sustainability Week for the 2021-2022 school year, **24 co-curricular activities** were organized in collaboration with student associations. These included debate sessions, workshops, a film forum, an art exposition and a beach cleanup day. During that week, **professors of 32 different courses** introduced reflections about sustainability in their respective courses, **contributing to mainstreaming sustainability in the curriculum.**

Actions to realize the mission in teaching

Service-Learning work group	A team that works toward the institutionalization of Service-Learning (SL) at Esade within the framework of the UNIJES-Porticus project that concludes in December 2022.	This group continues its work to increase courses with the SL methodology in the undergraduate programs of the Business and Law Schools. **There have been twelve courses for the 2021-2022** school year in SL format (three more than the previous school year).
Learning community – incorporating sustainability in teaching	A team of professors that meets monthly to share experiences and resources about how to incorporate sustainability in their courses.	A group of **25 professors** from the 6 academic departments of the Business School participated. In addition to their meetings, they have created a virtual space to share resources. The group is led by Professor Tobias Hahn.
Work group on Ignatian pedagogy (UNIJES)	The objective of this group (UNIJES Strategic Project 5) is to prepare pedagogical handbooks about different teaching methodologies that contribute to the development of Ignatian pedagogy in various areas: Service-Learning and learning based on problems, projects, challenges and debate.	**Five professors** from Esade have participated. The handbooks are available at https://unijes.net/innovacion-educativa-y-pedagogia-ignaciana/
Rethinking Business Education work group (IAJU)	This group focuses on providing support for the deployment of the Inspirational Paradigm through the global network of Jesuit business schools. The group also seeks opportunities to work with others who share our commitment to redefine business education.	Since its launch in 2019, their efforts have been focused on promoting the principles of the Inspirational Paradigm through: (1) Global Forums of the International Association of Jesuit Business Schools (IAJBS) and (2) funding three rounds of course redesign to adapt them to the Inspirational Paradigm (34 proposals have been funded with $277,000). The materials for these courses are freely accessible on Ignited (**https://www.ignited.global/inspirational-paradigm-jesuit-business-education-0**).
Jesuit Higher Education, Interreligious Dialogue, Secularization and Humanism work group (IAJU)	Project that has the objective of developing reflection on the challenges and opportunities that secularization and religious diversity pose in Jesuit higher education.	In July 2022, an international meeting was held at Esade. **25 professors** from Jesuit universities in America, Europe and Asia participated.

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

1.3.

Development of the Sustainability Plan

GRI 3-3

Over the last two school years, we have worked in the development of the first institutional sustainability plan and the deployment of the first three stages of the action plan: **Staff training and development of our capabilities; participatory internal and external diagnostic process; redefinition of our future regarding sustainability.**

During the 2021-2022 academic year we have focused on the third stage: the visualization of our future around sustainability, having as the main input the results of the materiality assessment. We had an in-depth dialogue with **11 stakeholders that included interviews, focus groups and surveys.**

Prior Activities

↓

Creation of the Change Leadership Group

↓

D.G. Communication

↓

Leadership Group Online Encounters

I.
Training of workforce and new skill development

II.
Participatory process for Internal and external diagnostics

III.
Redefining our future around sustainability

IV.
Implementation

V.
Follow-up

VI.
Transparency and account rendition

Transversal Activities → Communication Plan → Documentation of the process

The materiality analysis allowed us to strike up an in-depth dialogue with our stakeholders, to identify social and environmental impacts of Esade that are seen as more critical. Subsequently, we completed a validation exercise to ensure coherence between performance in sustainability and the results obtained. This process was carried out by the project coordination team, professors who are experts in materiality analysis from the Advisory Board and some members from the Technical Operations Committee. The result was the definition of seven broad areas of work:

1. **Curriculum, research and social debate.**

2. **Climate action.**

3. **Diversity, equity and inclusion.**

4. **People, wellness and work.**

5. **Culture and values.**

6. **Community engagement.**

7. **Compliance, reporting and finance.**

With the will to define **objectives, actions, indicators and the necessary resources, seven work groups** were created in each of the areas defined, each one made up of 8-9 people from the organization knowledgeable about that specific area.

The work carried out in the groups was analyzed in sessions with the project coordination team, in some cases with participation of expert professors, members of the Advisory Board and some members from the Technical Operations Committee. The results are summarized in the following commitments.

1.3.1. OUR COMMITMENTS
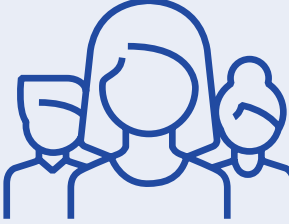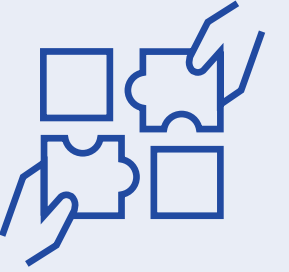
GRI 3-3

The six commitments adopted are the fruit of the dialogue held with our internal community (students, professors and administrative personnel) and key stakeholders, and the subsequent reflection made in the seven work groups within the phase of visualizing our future. In sum, the members of the Esade community are committed to promoting social transformation and environmental regeneration through three areas of impact, three pillars of action and six commitments.

Three areas of impact, three pillars of action and six commitments.

Areas of impact

COMMITMENTS

Planet

Climate action and biodiversity

We take on the commitment to act, educate and conduct research, to promote changes that positively impact the regeneration of the planet. We are committed to achieving carbon neutrality by 2045 and offsetting non-reducible GHG emissions (including all significant direct and indirect Scope 1, Scope 2 and Scope 3 emissions). Thus, for 2030, and taking emissions from 2019 as a base, we establish the commitment of reducing emissions in scope 1 and scope 2 by 75% and emissions in scope 3 associated with travel by 33%.

People

Diversity, Equity and Inclusion

We take on the commitment to foster and guarantee a campus that facilitates wellness and equal opportunities for everyone.

Governance and Culture

Ethics, transparency and commitment to the community

We take on the commitment to act ethically, responsibly and transparently, in coherence with our values and purpose, to be a reference for our commitment to sustainability in all our areas of impact.

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix
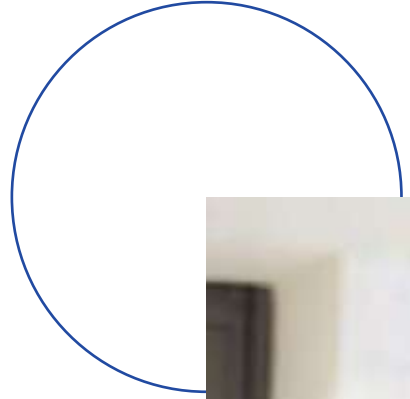
Pillars of action

COMMITMENTS

Research, education and social debate

We will include sustainability, in an integral and transversal way, in all dimensions of our activity by:

· revising, improving and advancing our curricular offer.
· guaranteeing its presence in all areas of education, research and social debate.
· providing the necessary resources and promoting policies that make this possible.

Campus as a learning and innovation laboratory

We will convert our campus into a reference for sustainability by:

· transforming our operations and internal processes to favor more sustainable behavior.
· using our campus as a learning laboratory that contributes to a new Sustainability mindset.
· fostering innovation, the transformation of our community and society, and the regeneration of the planet.
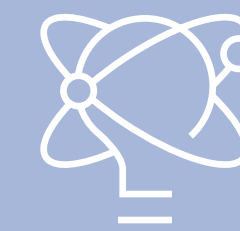
Social commitment, community and partnerships to multiply the impact of our community on society

We will position the people of our community as the true agents of change to transform society and improve the planet by:

· promoting actions to generate awareness and debate.
· encouraging partnerships that favor sustainability.

22
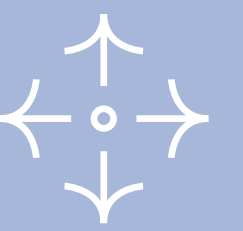
The **Esade Sustainability Model** is summarized with the following figure:

More than 300 members of our community (among professionals, teachers and students) have helped us in this process that is so important for our future and for the future of the planet.

In future reports, we will share the most noteworthy goals and projects.

esade
Sustainability

PILLARS OF ACTION

Investigation, education and social debate | Campus as a learning and innovation laboratory | Social commitment, community and partnerships

AREAS OF IMPACT

Planet

People

Governance and Culture

Mainstream sustainability in the curriculum and research.

Transform our operations and internal processes to favor more sustainable behavior.

Launch educational projects in and with the community, based on real ecological challenges.

Include criteria of diversity, equity and inclusion in the academic offer, social debate and institutional policies.

Inspire learning based on experiential and transformational pedagogy.

Encourage a culture of care for the planet and people in its different dimensions: human, professional and spiritual.

Develop a sustainability mindset, aimed at action and impact.

Promote ethics and transparency in institutional policies.

Establish partnerships to amplify the impact of our community on society.

1.3.2.   GOVERNANCE MODEL

Our governance model for sustainability is summarized as follows:

Monitoring, preparation of progress reports, internal communication and accountability will be fundamental for the strategy's progress over the course of the coming years.

The Esade Sustainability Plan is a living document and will continue to be updated, taking the environment and the voices and 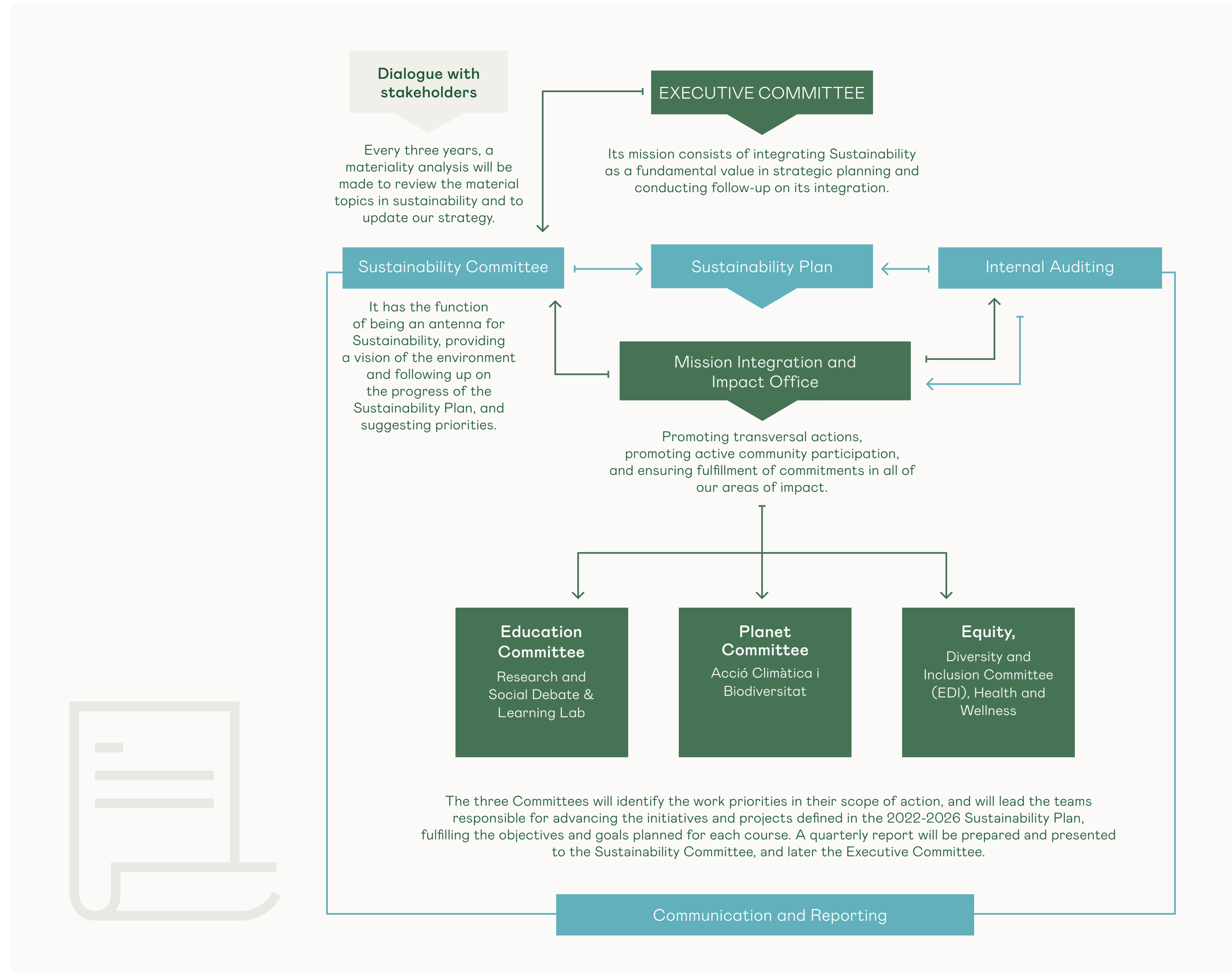opinions of our community into consideration. The materiality analysis will also be renewed through an in-depth dialogue with our stakeholders, in the interest of continuing to reinforce our commitment to sustainability.

Dialogue with stakeholders

Every three years, a materiality analysis will be made to review the material topics in sustainability and to update our strategy.

EXECUTIVE COMMITTEE

Its mission consists of integrating Sustainability as a fundamental value in strategic planning and conducting follow-up on its integration.

Sustainability Committee

It has the function of being an antenna for Sustainability, providing a vision of the environment and following up on the progress of the Sustainability Plan, and suggesting priorities.

Sustainability Plan

Internal Auditing

Mission Integration and Impact Office

Promoting transversal actions, promoting active community participation, and ensuring fulfillment of commitments in all of our areas of impact.

Education Committee

Research and Social Debate & Learning Lab

Planet Committee

Acció Climàtica i Biodiversitat

Equity, Diversity and Inclusion Committee (EDI), Health and Wellness

The three Committees will identify the work priorities in their scope of action, and will lead the teams responsible for advancing the initiatives and projects defined in the 2022-2026 Sustainability Plan, fulfilling the objectives and goals planned for each course. A quarterly report will be prepared and presented to the Sustainability Committee, and later the Executive Committee.

Communication and Reporting

1.4.

Our impact on society

This school year, **Esade has received the Business School Impact System (BSIS) label, granted by EFMD,** as recognition for its notable social impact, the high number of international students, and its commitment to innovation and entrepreneurship. This assessment is based on 120 indicators that evaluate seven areas of impact: financial, educational, business development, intellectual, impact on the regional ecosystem, social impact and impact on the image of the region.

Esade has received the educational label of Business School Impact System (BSIS), granted by EFMD.

OBSIS IMPACT | EFMD GLOBAL | FNEGE Fondation Nationale pour l'Enseignement de la Gestion des Entreprises

Advancing a culture of impact measurement and developing systematic tools allows us to:

Demonstrate the impact of our institution on the world,

Define the objectives for future development,

Contribute to developing our mission.

BSIS: Data and Figures, 2020-2021 school year

→ **Total economic impact on the local economy:** €440M.

→ **Educational impact:**
- **Teamwork is emphasized over individual work**, which fosters the preparation of students to be responsible and collaborative leaders.
- **Significant contribution of the Rambla of Innovation** to the regional ecosystem: +350 social and entrepreneurship projects, +2,200 students, +130 professors, +120 companies, +210 events.
- **1st non-American institution published in the "Fortune 500"** for having the greatest number of CEOs among its **65,000 alumni.**

→ **Impact on business developmento:**
- Company internships or projects carried out by students with **a value of €12.3M.**
- Entrepreneurial impact through eWorks and the Business Angels network of **EsadeBAN: 403 projects received, 27 start-ups created and €3.8M in funding.**

→ **Intellectual impact:**
- **27 dissertation defenses and 431 academic articles** published.
- High transfer of knowledge: More than **100 organizations** linked to research activities.

→ **Social impact:**
- The **SUD program**, the **Alumni Social program** and the **BBA Service-Learning courses** stand out.
- The institution has a powerful **scholarship program: €4M, 287 students awarded**.

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

25

Education

2

4 QUALITY EDUCATION

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.

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

26

2.1.

Our pedagogical model (4C)

GRI 3-3

Our pedagogical model, based on Ignatian pedagogy, aspires to train people and professionals characterized by an excellence that is not just technical but also human. We aspire to train conscious, competent, compassionate and committed people and professionals.

Esade is a pioneer in pedagogical innovation and educational experience; we create disruptive hybrid and digital methodologies through our **Center for Excellence in Teaching and Learning**. Esade programs take advantage of technology to achieve maximum personalization, effectiveness and impact.

Our pedagogy is procedural and experiential, with deep reflection that contributes to developing critical skills and decision making. Our teaching style is based on the approach of Ignatian spirituality: personal accompaniment. Through a dialogue as equals, with active listening and conversation, we encourage students to discover the next steps they might take.

Competent
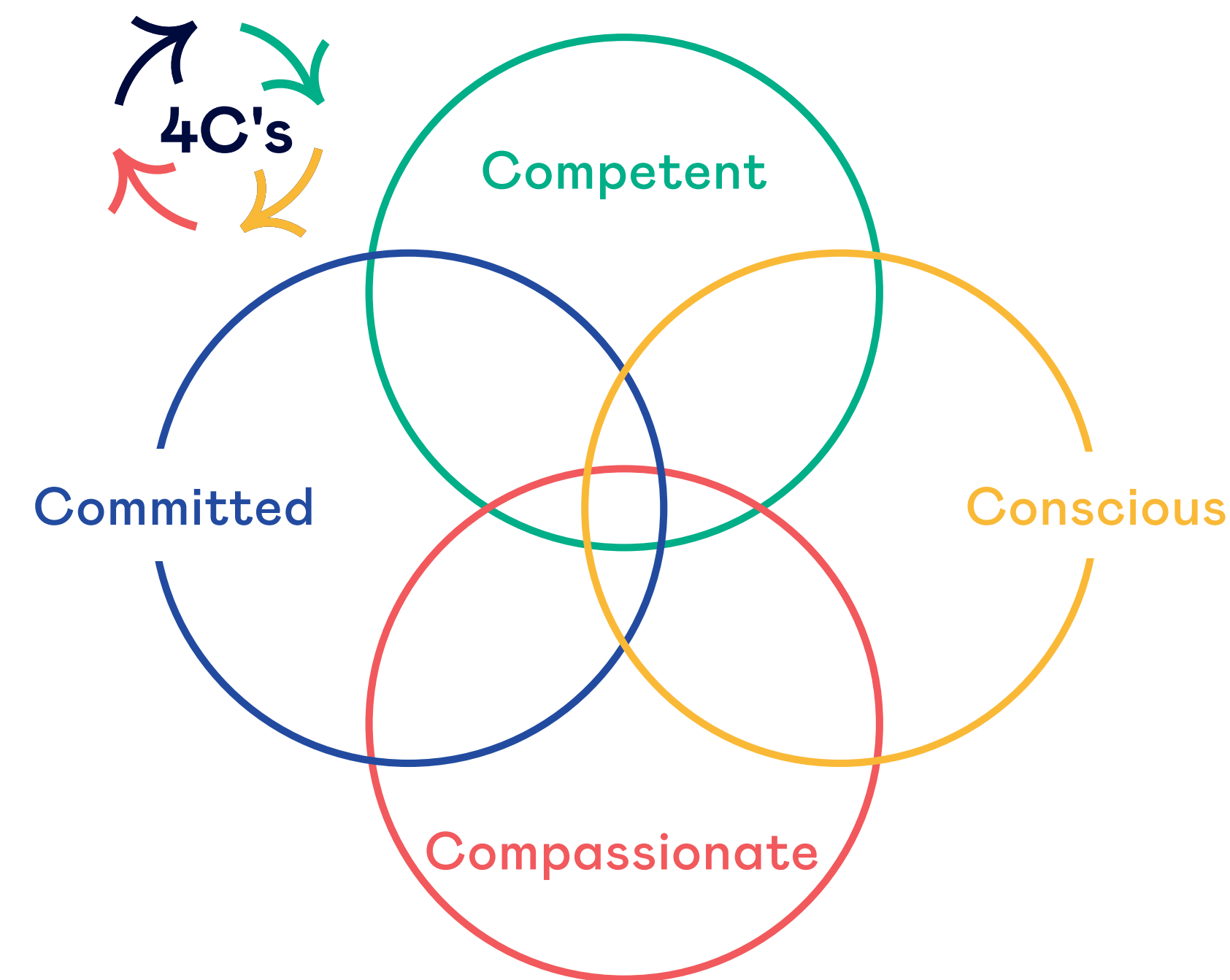To face professional, social and human problems.

Conscious
Of ourselves and the global reality.

Compassionate
With others, being empathetic and supportive.

Committed
To social and political transformation, for a socially and environmentally just society.

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

27

2.1.1. MSc IN SUSTAINABILITY MANAGEMENT

Launch of a new

Master in Sustainability Management

This program will provide students with the knowledge, abilities and skills necessary for understanding the challenges that the world faces, and thus companies; they will learn to identify risks and opportunities, and to develop disruptive strategies for implementing solutions that generate a positive impact both on businesses and on society and the environment.

One of the program's objectives is personal transformation. In addition to learning the more technical aspects of sustainability through real-world projects, the program will contribute to personal growth and an understanding of the problems faced by society and organizations.

The first edition of the **Master in Sustainability Management** will begin in September 2023.

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

28

2.2.

Experiential pedagogy: Service-Learning (SL)
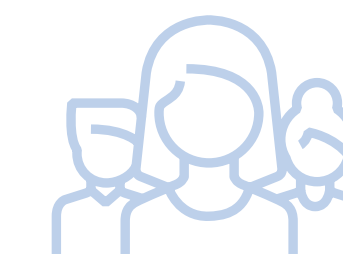
GRI 2-23, 3-3, 412-2

Jesuit universities define **service-learning (SL)** as a methodology of teaching and learning by students performing an effective service to the community and developing critical reflection centered around the promotion of social justice.

At Esade, we support this **methodology**, since it is a way to put the institution's pedagogical model into practice, to work toward the four competences that we aspire to see in our students: conscious, committed, compassionate and competent. This is about offering a **transformative educational experience,** based on **collaborative work** with, for and in the community, to contribute to the common good by solving social and environmental challenges and putting the relevant knowledge acquired in the classroom into practice.

This methodology is present in different courses offered to students, as well as in other initiatives such as the SUD Internship or SUD Consulting programs.

2.2.1. SUBJECTS WITH THE SL METHODOLOGY

Program	SL courses
Bachelor of Business Administration (BBA) 14 editions 9 courses	→ ELS: Marketing Social
	→ Financial analysis for nonprofit organizations
	→ Marketing & Society: values, change and Social Impact
	→ Everyday innovation: Designing Innovation in Teams
	→ ELS: Public Communication
	→ Civic Engagement in Action
	→ Resolution methods of complex problems, application to NGOs
	→ Addressing Global Challenges
	→ Value based leadership
Bachelor in Law (GED) 2 courses	→ Social Responsibility Workshop
	→ Recycling
Masters of Sciences (Msc) 1 course	→ Impact Measurement & Analysis

A total of

232

students participated in these experiences.

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

29

2.3.
SUD and Together programs

Esade SUD is the service that coordinates solidarity initiatives with the community, with a focus on excellence in the promotion of justice and sustainable economic development, for all university members: staff, professors and former and current students. Two programs are highlighted: *SUD Internship* and *Together*.

SUD INTERNSHIP

This offers undergraduate and Masters of Science students the opportunity to professionally serve (in the framework of the curricular practicum) in the work done by public and private organizations in the Euro-Mediterranean Region or Latin America, for a minimum of 12 weeks. This is a solidarity experience in an environment with a high level of commitment and involvement, stemming from professional development. At the end of the program, we work with the participants to integrate their experiences to their biographies (how this professional solidarity experience shapes them as people and affects their future decisions).

During the 2021-2022 school year, **100 students have traveled to 15 countries** to carry out projects in entrepreneurship, social consulting and legal aid. Likewise, the SUD programs have been present for the first time in Gambia, Malawi, Nepal and Egypt.

esade SUD

100 students in 2021-2022

65 projects in 15 countries

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

30

Most highlighted SUD Internship & SUD Consulting programs (2021-2022)

Preparation of a report on existing educational barriers in Viñani (Tacna) for the Cristo Rey Center for Children and Adolescents (Peru)

Collaboration of Global Governance, Economics and Legal Order (GEL) students on social research and public advocacy projects.

Objectives:

· To study the obstacles faced by women in Viñani.

· To propose strategies to the Cristo Rey Center for Children and Adolescents to reduce the gap in access to education among the vulnerable population.
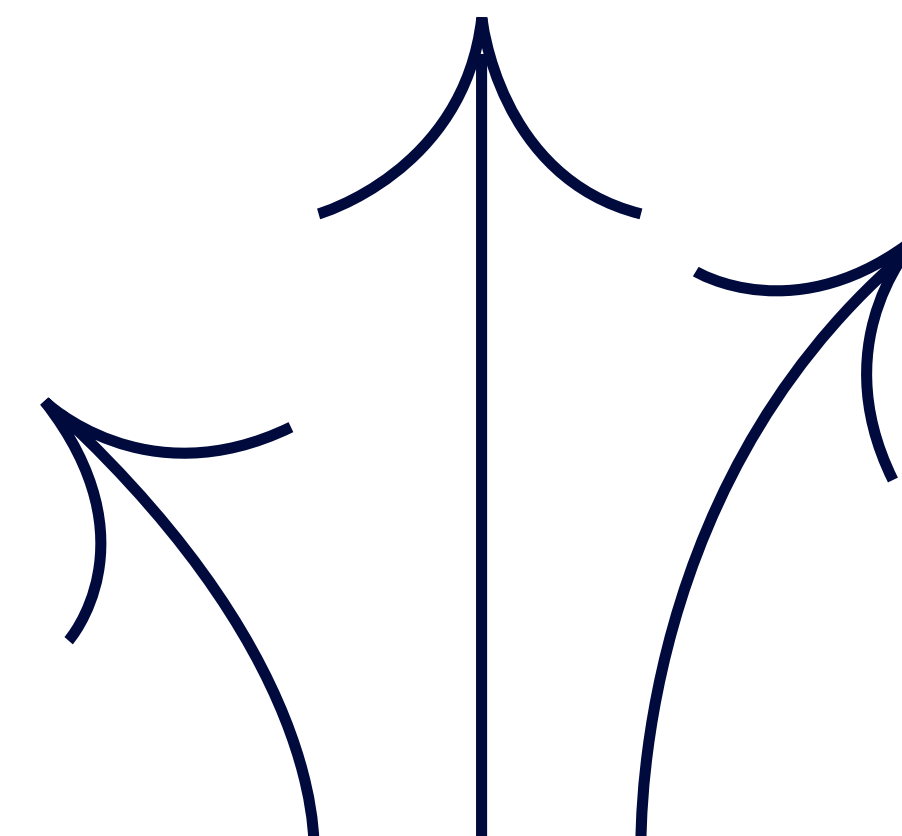
Legal advice from the department of the Coordinator for the Rights of Children and Adolescents (Paraguay)

Projects in which Law students have participated with organizations that work to support the rights of children and women in situations of vulnerability.

Together with the Coordinator for the Rights of Children and Adolescents (CDIA), legal advice has been given for topics in child support, vital records, and guardianship and custody procedures.

Implementation of the strategic plan of the Juan Cruz Cacao Growers Association in Altamira (Dominican Republic)

Two BBA students have worked to implement the strategic plan of the Juan Cruz Cacao Growers Association (youth association that tries to strengthen its cooperative work in the community). They have reformulated the statutes with the partners and proposed commercial and operational strategies to obtain organic certification.

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

31

TOGETHER

An initiative in which former and current students dedicate a few months of their lives to work on strengthening productive initiatives based on the social and solidarity economy in developing countries. Four new projects have been initiated under the framework of this program, incorporating 9 *alumni* residing in 6 different countries in America and the Euro-Mediterranean Region as solidary consultants. These new projects are:

11 Countries

22 Projects carried on
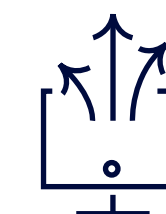
Bolivia

Development of social enterprises in rural environments.

Strengthening management in a trading company.

Senegal

Product marketing.

Ecuador

Restructuring the service portfolio for a social center in impoverished urban settlements.

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

2.4.

Transversality of sustainability in our curricular offer

As an educational institution, our greatest impact on society is through the professionals we educate. Therefore, our commitment to sustainability is not only to incorporate it in our performance as an organization but also to impregnate our academic activities and our programs with the values of global social responsibility. Courses are offered in the school's different academic departments that contribute to this purpose. Standing out in the **Business School** are:

→ **Global Environmental Challenges and the Business Response (BBA)**

→ **Re-Imagining capitalism: alternatives for the XXI century (BBA)**

→ **Fundamentals of Sustainability and Circular Economy in a Holistic Context (BBA)**

→ **Branding and Marketing for Sustainability (BBA)**

→ **Ethnographic sensibility as a tool for social change (BBA)**

→ **Business in Society (MSc)**

→ **Green Finance (MSc)**

→ **Conscientious Marketing and Martech Ethical Challenges (MSc)**

→ **Sustainability and Corporate Social Responsibility (MSc)**

→ **Impact Measurements and Analysis (MSc)**

→ **Business, Government and Society (MBA)**

→ **Managing Ethics & Social Responsibility (MBA)**

→ **Building Conscientious Brands (MBA)**

→ **Responsible Business (MBA)**

→ **Managing Sustainable Impact (MBA)**

In the **Law School** we highlight **the course "EU Recycling and Peripheral Neighborhoods: a new way of learning Law"**. In this elective course directed at 3rd- and 4th-year students, education is acquired on the importance of environmental conservation and the complexity of managing municipal waste due to volume, dispersion, different types and the imperative active involvement of citizens. Under this Service-Learning-based course, Esade law students can advance future waste legislation. As a social service contribution, students serve as mentors for youth, adults and/or elderly, in colleges, institutes, institutions, neighborhood associations, or merchant associations in disadvantaged neighborhoods in Barcelona, sharing what they learned in the course and influencing citizens who live in these neighborhoods to become agents of change and pioneers in sustainability. In this 2021-2022 school year, 11 students have participated in this course.

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

33

DISTRIBUTION OF COURSES IN ETHICS, CORPORATE SOCIAL RESPONSIBILITY AND SUSTAINABILITY IN OUR PROGRAMS:

2021 – 2022

Business School

BBA
40 total subjects
| 1 | Core |
| 39 | Electives |

MSc
32 total subjects
| 11 | Cores |
| 21 | Optativas |

MBA
19 total subjects
| 6 | Cores |
| 13 | Electives |

At the **Business School, we highlight the increase in both core (12%) and elective (40%) courses** compared to the 2020-2021 school year.

Facultad de Derecho

GED
10 total subjects
| 1 | Core |
| 9 | Electives |

GBD
10 total subjects
| 1 | Cores |
| 9 | Electives |

GDL
9 total subjects
| 2 | Cores |
| 7 | Electives |

BGG
17 total subjects
| 3 | Cores |
| 14 | Electives |

GEL
7 total subjects
| 4 | Cores |
| 3 | Electives |

In the 2021-2022 school year, the **Law School has had no variation** in the distribution of courses in ethics, corporate social responsibility and sustainability compared to the previous school year.

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

2.5. Specific training for third-sector managers and executives

GRI 3-3

The Institute for Social Innovation(IIS) offers different programs, directed at people with responsibility in the non-profit sector.

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Institute for Social Innovation

LEADERSHIP AND SOCIAL INNOVATION PROGRAM
16TH EDITION

Aspires to facilitate the continuous learning of people with managerial responsibilities in NGOs, non-profit organizations and social entrepreneurships. Through independent but complementary modules, it deals with topics that are recognized as very useful for executives in the sector. This program supports solid conceptual foundations for seeking innovative solutions at the same as reinforcing and developing the vision, knowledge, skills and abilities necessary to face emerging challenges and to lead in uncertain and dynamic environments.

NGO MANAGEMENT AND ADMINISTRATION PROGRAM · 23RD EDITION

Aspires to:

· Develop the management skills of people with responsibility in these organizations.

· Encourage strategic management of these entities.

· Strengthen team leadership.

· Improve the attraction of economic resources to have a growing social impact.

The program's methodology, with 22 editions already completed, combines theoretical sessions with practical exercises, case discussions and group reflections to stimulate participants' learning.

ESADE-PWC SOCIAL LEADERSHIP PROGRAM

During the last school year, the 14th edition of the Esade-PwC Social Leadership Program was completed, a joint initiative of the Esade Institute for Social Innovation and the PwC Foundation. The central theme of the program during this year was "Systematic change through cross-sector collaboration". The concept of systematic change, was analyzed, along with why NGOs should keep this in mind to achieve maximum impact, in addition to determining key factors (and limitations) to be able to drive advanced collaboration with other sectors.

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

35

2.6.
Transversality of sustainability in Executive Education programs and activities

PROGRAMAS

We highlight the **new programs, Open, In/On, Custom in SDG, ESG, CSR and DI (Diversity and Inclusion)**, as well as progress in the transversality of sustainability in the curricular offer.
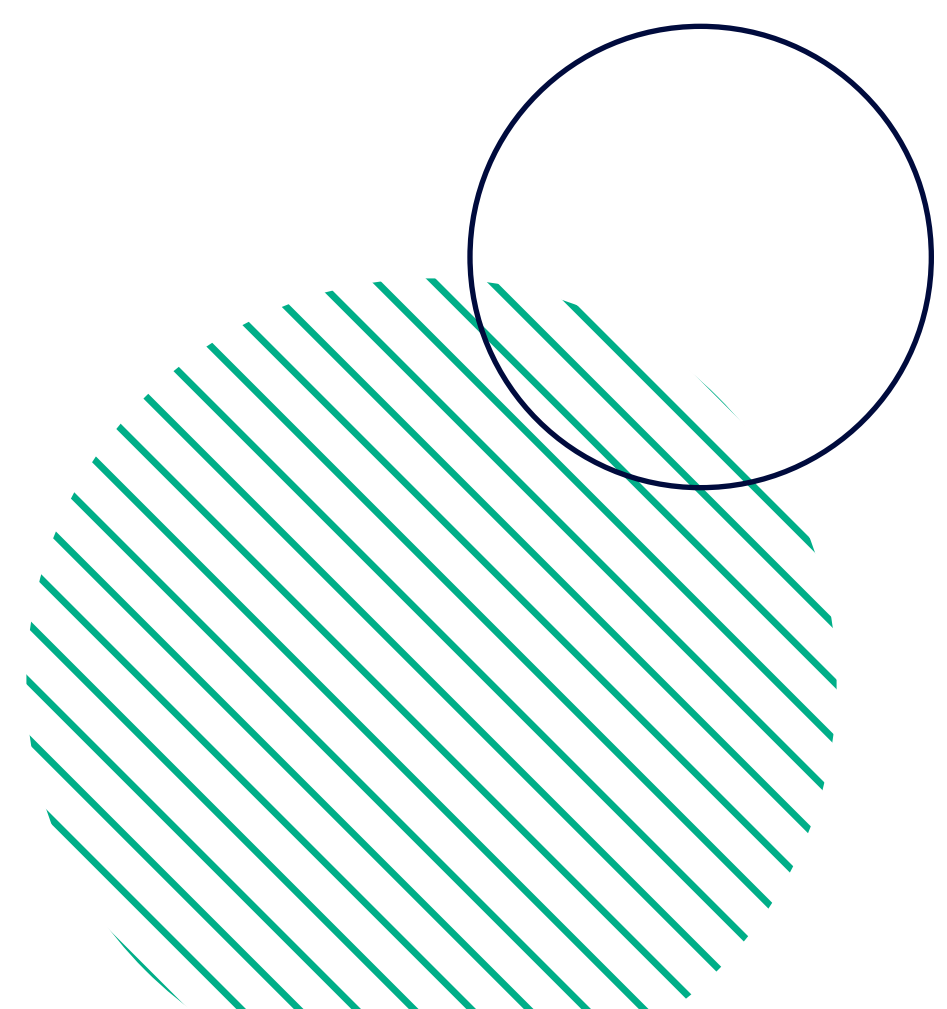
Segment   Programs

Partners

→ **Program for Board Members with PwC** (ESG in the syllabus)

→ **Promociona Program with CEOE** (SDG, ESG, CSR in the syllabus)

→ **Program for Board Members with CIONET** (ESG in the syllabus)

→ **The Global CCO Program with Corporate Excellence** (SDG and ESG in the syllabus)

→ **Corporate Executive Master in Management with Loyola** (SDG, ESG in the syllabus)

→ **Program for Leadership Development - PLD with Deloitte** (SDG and CSR in the syllabus)

→ **Program for Board Members with ADV** (ESG in the syllabus)

Corporate Learning Solutions

→ **Cementos Molins: Building the future - Leadership Development Program** (SDG session and responsible leadership session)

→ **Warba Bank - Executive Leadership Program** (ESG session)

→ **Cartonajes de La Plana - Board Member Development Program** (Sustainability session)

→ **FEDECREDITO - The future of finance** (ESG session - Good Corporate Governance in Financial Institutions)

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

36

Segment	Programs
Open Programs	→ **Executive Development Program** (Sustainability session and SDG)
	→ **Leadership and Team Management** (includes an approach to developing sustainability through leadership and team management)
	→ **Diversity and Inclusion** (ESG)
	→ **Corporate leadership for sustainability: the strategic integration of Agenda 2030 and SDG criteria**
	→ **Circular Economy** (Open InOn)
	→ **Sustainable Management and Agenda 2030** (Open InOn)
	→ **Transformation and Reporting Toward the Impact Economy** (Open InOn)
	→ **Vicens Vives Programm. Values, Commitment and Leadership**
	→ **Owner Directors** (Sustainability session)
Executive Masters	→ **Leadership Module. Composed, among others, of courses such as Leading Self, Leading People, Leading Organization and Leading Society, always with a focus on sustainability and ethics.**
	→ **ESG Courses: Courses in digital ethics or ethics and regulation have been included in the Executive Master in Digital Business and Business Analytics.**
	→ **Students are encouraged to carry out their Program Integrative Project on issues about sustainability or social impact**
	→ **The Executive Master in Management has a specialization in sustainability.**
	→ **In the Executive Master in Public Administration, sustainability is addressed from the perspective of the public or the public-private collaboration.**
	→ **The Executive Master of Operations and Innovation contains the subject "Socio-ecological impact"**

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

37

2.7.
Scholarship program

GRI 203-2

The scholarship program is one of our strategic projects and proof of our firm support of fostering diversity and equal opportunities in our classrooms. With this program, **287 students, who are brilliant** but do not have sufficient economic resources, have been able to study at Esade.

Last year, two fundraising campaigns were held to increase the number of individual donors.

We highlight the **growth in the coverage percentage**: the new Esade Scholarship Program policy indicates that they should cover **between 60% and 100% of enrollment**, when it was previously between 25% and 100%. A policy that has started to apply with the 78 new students who have started their Bachelor or Dual Degree Bachelor program in the 2022-2023 school year, with the a**verage scholarship coverage being 88%** in this group (1st year).

Esade Scholarships (2021-2022)

€4M
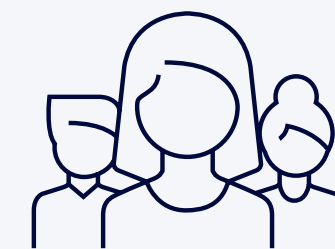Amount dedicated to scholarships ↑8%

38% From private contributions

62% From own contributions

287
Total scholarship students

246	Bachelor students
15	MSc
13	MUA
6	MRes
4	MBA
3	PhD

Why donate →

2021 Christmas Campaign: "Invest in Talent" Internal Campaign

At Christmas 2021, the traditional solidarity campaign was launched among Esade community (staff and faculty)

Let's Give Them a Yes Campaign →

Alumni Campaign, June 2022

In June 2022, we launched a new initiative aimed at the network of Esade alumni, faculty and staff, with the goal of raising funds for the Scholarship Program. Under the message "Let's give them a YES," and starring four scholarship students, the campaign was disseminated by sending mail, e-mails and social networks.

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

38

3

Research

4 QUALITY EDUCATION

17 PARTNERSHIPS FOR THE GOALS

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.

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

3.1.

Transversal commitment: research in ethics, CSR and sustainability

Esade is committed to advancing knowledge through rigorous research in management and law. Our research units include more than 100 experts with a broad range of expertise. Furthermore, they conduct research that has a direct impact and brings value to the classroom, the executive community, organizations and society at large.

Research in topics of ethics, corporate responsibility and sustainability is transversal throughout the school. In the 2021-2022 school year, the percentage of articles *in peer-reviewed journals* focused on these topics reached 56.56%.

In all of our efforts, we emphasize the importance of responsibility, which is made clear in our interdisciplinary research on social and environmental affairs. Esade's professors make an effort to leave a mark.

122 Articles *in peer reviewed journals*

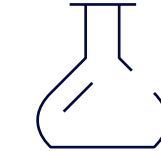**80** Articles in journals with impact factor (IF)

36 Book chapters

17 Books

43 Papers accepted in academic conferences

18 Cases

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

40

3.2.
Knowledge units and their social impact

Esade focuses on interdisciplinarity through its knowledge units that generate impact in crucial areas of business and law, combining research and knowledge. Furthermore, researchers transfer their learning from the research, addressing the actual needs of organizations and maximizing the social impact of academic research.

The centers that specialize in the mainstreaming of ethics, corporate responsibility and sustainability are highlighted in the following table.

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Center for LeadershipS & Sustainability

Research centers

The **Esade Center for LeadershipS and Sustainability** focuses on research fostering social transformation and monitoring the skills and character traits of leaders in organizations (both public and private). On the one hand, it carries out rigorous academic research to forge systemic links between strategic and organizational aspects that are key to companies and SDGs (for instance, Leadership and SDGs). On the other hand, it is an applied research group whose goal is to harness academic knowledge and contributions to build a fairer, more sustainable society through leadership.

Research lines

· **SDG OBSERVATORY.**
Its purpose is to monitor implementation of the EU's Agenda 2030 by a significant representative group of Spanish companies. At the same time, the Observatory fosters synergies among companies, and social debate and public awareness of the importance of SDGs and the role companies play in attaining them. We see this as one of the best ways of leading social transformation to make the world a better place. More information <**here**>.

· **LEADERSHIP AND SDGS.**
The Center's research team is experienced in the analysis of sustainability reports and integrated reporting within the frameworks of the Global Reporting Initiative (GRI) and the International Integrated Reporting Council (IIRC. More information <**here**>.

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

41

Research centers

Research lines

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Center for Social Impact

The Esade Center for Social Impact (ECSI) is an academic think tank that works toward a world where people and organizations better understand and solve complex global challenges. It develops research with rigor, reach and relevance for and about social impact.

As part of its mission, it engages with current and future leaders to influence practice and policy. It creates the conditions to understand problems; ask difficult questions to spur novel thinking and innovative ideas; pilot progressive change; and generate knowledge, tools, and solutions to help train the leaders that enable social change.

- **IMPACT MEASUREMENT AND MANAGEMENT.**
  While impact measurement refers to the use of different methods/approaches to measure social impact, impact management refers to the systems, processes, culture and capabilities that enable an organization to actively manage and optimize its impact. More information <**here**>.

- **IMPACT INVESTING.**
  Impact investing refers to investments made with the specific intention of contributing measurable positive social or environmental impact, alongside a financial return. More information <**here**>.

- **IMPACT ENTREPRENEURSHIP.**
  Impact entrepreneurship refers to efforts to create, develop and sustain new business models that pursue social or environmental goals as an integral part of the model, together with financial success. Impact entrepreneurs solve not only customer problems but also societal problems, and are a driver of positive social impact. More information <**here**>.

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Institute for Social Innovation

The Esade Institute for Social Innovation strives to develop meaningful research, pedagogical content and educational programs, and to make interventions in the public sphere that will help students, citizens, social organizations and companies navigate the social challenges related to exclusion, vulnerability, precariousness and sustainability.

It is dedicated both on academic research and other activities around studying, raising awareness of and contributing to the design and development of initiatives related to various social players. It adds its voice to the proposal of political, social and organizational alternatives to meet the challenges raised by highly complex phenomena, such as climate change, inequality, discrimination, precarious working conditions, access to housing, the social challenges caused by migration, and digitization.

- **Innovation for social and environmental challenges.**
- **Ways to address exclusion, precariousness and vulnerability.**
- **Transformation and social impact through cross-sector collaboration.**
- **Models of responsible leadership and social leadership.**
- **New challenges of applied ethics in the digital, social and business environment.**

More information <**here**>.

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

42

3.3.
Selection of publications on ethics, CSR and sustainability

We highlight some articles, reports and research projects from the 2021-2022 school year.

The group of publications on ethics, corporate responsibility and sustainability produced during this school year can be found in Appendix V.

REPORTS
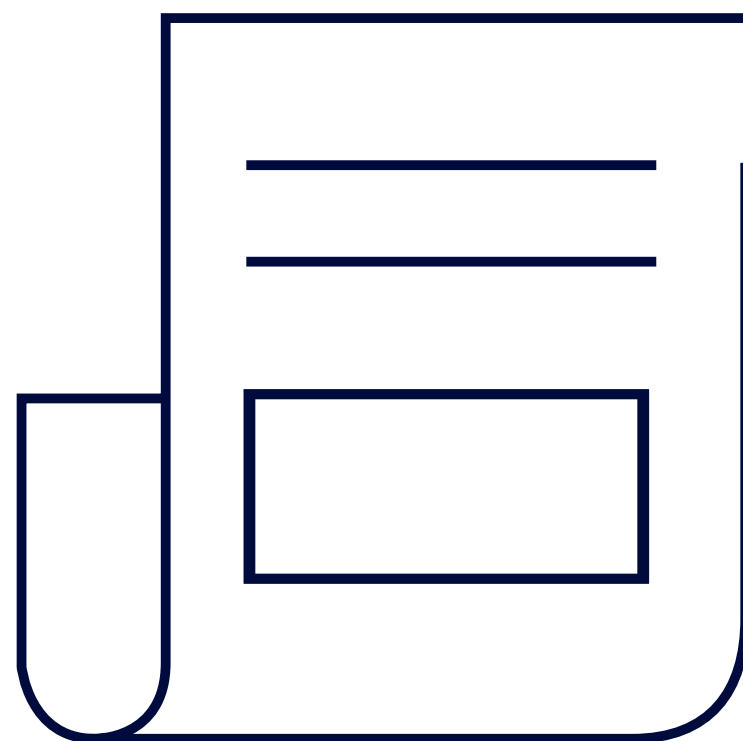
Center for Corporate Governance & Diligent.
Environmental (E) and Socially (S) friendly boards: Linking board effectiveness attributes with E and S performance
April 2022

The Esade Center for Corporate Governance and Diligent have collaborated in the study "E&S friendly Boards," in which data from almost 5,000 companies from 50 countries have been analyzed, identifying which practices of Boards — for example, size, independence level, or diversity in terms of gender, age and nationality — and what knowledge or expertise of the director influences E&S policies and performance.

Esade Center for Social Impact
Taking the Pulse of the European Foundation Sector – Moving from Proving Impact to Improving Impact.
January 2022

This report contains key insights, survey data and case studies from the first year of the European and Spanish Communities of Practice on Impact Measurement and Management (IMM). Since 2020, the Esade Center for Social Impact (ECSI) and BBK are bringing together a group of foundation professionals from all over Europe to increase the level of transparency, knowledge-sharing and exchange within the European foundation sector on the topic of IMM.

Center for LeadershipS and Sustainability.
Spanish Companies' Contributions to Sustainable Development Goals
Fifth Report, 2022.

The SDG Observatory is an initiative of the Esade Center for LeadershipS and Sustainability with collaboration from the "La Caixa" Banking Foundation. Its purpose is to monitor implementation of Agenda 2030 by a significant representative group of Spanish companies. At the same time, it fosters synergies among companies, and incentivizes social debate and public awareness of the importance of SDGs and the role companies play in attaining them. We see this as one of the best ways to lead social and global transformation.

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

43

ARTICLES IN JOURNALS WITH IMPACT FACTOR (IF)

Bertini, M., Buehler, S., Halbheer, D. & Lehmann, D. (2022). Carbon footprinting and pricing under climate concerns. Journal of Marketing, 86 (2), pp. 186-201. IF: 15.360 (2021).

This article studies how organizations should design a product by choosing the carbon footprint and price in a market with climate concerns. The authors develop a model and first show how the cost and demand effects of reducing the product carbon footprint determine the profit-maximizing product design. They find that stronger climate concerns reduce the product carbon footprint, demand, the overall corporate carbon footprint and profit, but have an ambiguous impact on price. Next, the authors establish that offsetting carbon emissions can create a win-win outcome for the firm and the climate if the cost of compensation is sufficiently low. Going net zero leads to a win for society if the cost of offsetting is sufficiently low compared to the social cost of pollution created by the corporate carbon footprint. Third, the authors show how regulation in the form of a cap-and-trade scheme or a carbon tax affects product design, the firm's profitability and green technology adoption. Finally, the authors extend the analysis to a competitive scenario and show that going net zero creates a win-win-win outcome for the firm, the climate and society if the offset technology is sufficiently effective.

Casasnovas, G. & Jones, J. (2022). Who has a seat at the table in impact investing? Addressing inequality by giving voice. Journal of Business Ethics, 4 (179), pp. 951-969. IF: 6.331 (2021).

Despite recognizing the importance of impact investing on combating complex societal challenges, researchers have yet to examine the capacity of the field to address systemic inequality. While impact investments are intended to benefit vulnerable stakeholders, the voices of those stakeholders are generally overlooked in the design and implementation of such investments. To resolve this oversight, we theorize how the fields' design, through its tools, organizations, and field-level bodies, influences its capacity to address inequality by focusing on the concept of giving voice, which we define as the inclusive engagement of vulnerable stakeholders in decision-making processes. We build off of stakeholder engagement research to show how the design of impact investing can address inequality using three illustrative cases: social impact bonds, impact investing funds and national advisory boards. We conclude with a discussion of how the ethical decision of giving voice to vulnerable stakeholders will determine the capacity of the field to address inequality, as well as provide implications for future research and practice.

Wiengarten, F., Pagell, M., Durach, C. & Humphreys, P. (2021). Exploring the performance implications of precarious work. Journal of Operations Management, 67 (8), pp. 926-963. IF: 6.720 (2021).

Precarious work, or employment that is associated with temporary contracts, low earnings and limited or no employee representation, is on the rise. From an operations perspective, these practices should enable flexibility and reduce costs. However, from the perspective of most other social sciences, precarious work harms workers and should harm firm performance. The objective of this research is to provide a comprehensive analysis of the performance implications of precarious work. We collected survey data in the UK from multiple respondents (operations and human resource managers) along with secondary data to explore how the use of precarious work affects a firm's financial, operational and occupational health & safety performance. The results were mixed. Precarious work did not have a significant influence on occupational health & safety performance and had a negative relationship with cost performance. We also established an inverted u-shaped relationship between precarious work and flexibility and financial performance; low levels of precarious work improve flexibility and financial performance and high levels of precarious work harm both. Finally, we explored if high-performance work practices could moderate these relationships, but the results were mostly insignificant. The results suggest that firms only benefit from relatively low levels of adoption of precarious work.

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

44

RESEARCH PROJECTS FUNDED

Corporate sustainability and accounting: Integrating internal and external perspectives. 2021-2022.

In recent years, we have witnessed an unprecedented interest in sustainability-related issues: governments, households, regulators, media and corporations all face an increasing pressure to operate with social and environmental responsibility. Corporations are now required to meet competing demands from stakeholders with diverse sustainability-related needs. Starting from the common belief that corporate sustainability creates long-term value for all stakeholders, in this proposal we argue that sustainability practices, along with information flows regarding such practices, are shaped by internal management systems and disclosure policies. We seek to develop and integrate inside-out and outside-in accounting perspectives on sustainability (Maas et al., 2016; Grewal and Serafeim, 2020), and so adopt a holistic accounting-based view of ESG management and reporting. Inside-out perspectives consider a performance improvement-oriented management view and focus on internal management processes and decisions regarding ESG practices, as well as on their implications. Outside-in perspectives on sustainability, by contrast, consider a disclosure-oriented view and focus on the ESG information publicly communicated to external stakeholders and its implications. The integration of both perspectives entails the examination of whether and how internal management processes and decisions regarding ESG practices and ESG public disclosure in corporate communications are associated.

Good for Business: Bringing Sustainable Business Models to Large Corporates

Sustainable business model (SBM) innovation represents inclusion of sustainability objectives in new business model development. This nascent phenomenon promises to help corporations that struggle to become purpose-driven and identify synergies between shareholder and stakeholder objectives. While existing research has focused on the categorization of SBMs, the question of how large corporations can engage in SBM innovation and transform their existing business models towards sustainability remains unanswered. Thankfully, a great deal of the transformation questions have already been considered in the broader business model literature, particularly concerning the transformation to service and digital business models. Combining new empirical research with learning from the extant literature on business model transformation, we intend to answer the key questions regarding transformation towards SBMs in corporate settings. In doing so, our objective is to advance SBM literature and to help growing number of interested corporations follow the lead of the early corporate adopters of SBM. The overarching objective of this project is to advance the understanding

1) building theory on how companies should (re) organize to promote creation and development of SBMs;
2) building theory on how they should go about SBM development and scaling; and
3) testing these theories.

Social-X-Change. 2021-2022.

Over the last twenty years climate change has revealed the need for alternatives to the current ways of organizing our societal and entrepreneurial models. Social innovation and entrepreneurship are more than ever relevant to take up this challenge and the Social and Solidarity Economy (hereinafter SSE) has been a growing economy which now represents a large part of EU countries' workforce (e.g., 16% of jobs in France and 12.5% in Spain) and is being encouraged by the EU and the OECD through the Global Action Promoting the SSE initiative (which ESSEC is part of). By teaching about new models of social enterprises, HEIs will foster more Inclusion and diversity in all fields of education, training and beyond, leading their students to discover different business models for their future organizations. While "the global crisis has given rise to critical voices that call for business schools to accept their responsibility as social institutions and become better attuned to public interests," research in the Journal of Business Ethics has shown "the need for introducing more critical thinking and ethical debate in the classroom, as well as training executive leaders to question the current state of affairs" (extracts from an article by Esade Professor David Murillo and Steen Vallentin from Copenhagen Business School in DoBetter by Esade).

Andrew J. Hoffman states in a Stanford Social Innovation Review article that research found that 88 percent of business school students think that learning about social and environmental issues in business is a priority, and 67 percent want to incorporate environmental sustainability into their future jobs. To meet this demand, the percentage of business schools that require students to take a course dedicated to business and society increased from 34 percent in 2001 to 79 percent in 2011. "Environmental sustainability," mentioned above, and the fight against climate change are also relevant to a large extent to social entrepreneurship insofar as social and environmental issues are closely intertwined, best embodied by the French civil movement of the Gilets Jaunes as the "end of the month, end of the world" slogan. Specifically, Social X-Change will enable the five consortium partners to promote the internationalization of teaching and learning on the subject of social entrepreneurship in HEIs through the creation of this network of Social Innovation and Entrepreneurship Centers with a strong connection to professionals. Indeed, while all HEIs in the consortium have initiated research on the subject in their own countries with local professionals, there is a gap in international knowledge exchange and transfer of good practice that can be filled by an international network of Centers strongly connected with a base of international professionals.

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

45

Social debate

17 PARTNERSHIPS FOR THE GOALS

PRINCIPLE 6: Dialogue

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

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

4.1.
Social debate

GRI 3-3

In the 2021-2022 school year, we have organized

109

events

(in person, hybrid and online) que han with participation from around

10,000

attendees.

esade
Center for Corporate Governance

Highlighted events of the **Center for Corporate Governance:**

Female legal experts on the boards of directors for public family businesses

We expanded our previous study, "Female Legal Experts on the Boards of Ibex 35," which underscored the numerous advantages linked to the presence of women with a legal profile on Boards of Directors, in this case within a context of public family businesses in Spain. Both studies have been prepared by the Esade Center for Corporate Governance and Women in a Legal World, in collaboration with Diligent.

The role of women in the Spanish Private Equity sector

In collaboration with Boyden, Ascri and Atrevia, we have worked to prepare a study with the purpose of learning where the Spanish Venture Capital & Private Equity sector stands on the subject of diversity in administrative positions, serving as one of the first works to present an in-depth analysis of gender diversity in the sector.

ESG Reporting. Practical guide for proper understanding and application

Prepared by PwC, in collaboration with the Esade Center for Corporate Governance, this study has the purpose of guiding those companies and their Boards of Directors who want to achieve an overall greater understanding of the primary topics to consider when it comes to reporting non-financial information, and the existing options and implications for stakeholders and the company itself.

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

Center for Social Impact

Highlighted events of **Esade Center for Social Impact (ECSI):**

OWaste

In collaboration with eWorks (Esade Entrepreneurship Institute, EEI), ECSI launched the "OWaste" initiative — part of the European project "CircularB30" — aimed at seeking innovative corporate solutions to boost sustainability in the B30 highway region. In this context, a Hackathon was organized to foster ideas promoting sustainability, and later a Pre-Acceleration Program was run.

Impact Talks

Along with Esade Careers, Esade Alumni Social and Esade SUD, ECSI organized a series of five online sessions targeting current and former students, and third parties interested in the impact sector. The goal of these sessions was to provide greater knowledge about the social impact and environmental ecosystems, and possible employment opportunities in this field.

Launch of the report, "Beyond account rendition: How foundations are learning to manage their impact"

A hybrid event was organized to present the report, "Beyond account rendition: How foundations are learning to manage their impact," which contains noteworthy conclusions, survey data and first-year cases from European and Spanish communities of practice in measuring and managing impact. This is a project led by ECSI and BBK, which has the purpose of increasing the level of transparency and knowledge exchange on this topic in the European foundations sector.

Launch of the report, "Impact Investing in Spain in 2021"

This report offers rigorous and current data about impact investing in Spain, providing transparency and motivating the sector.

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

48

Institute for Social Innovation

Highlighted events of the **Social Innovation Institute (IIS)** :

Presentation of the Antenna for Social Innovation, "From warehouse to platform: reinventing Food Banks through the digital economy"

This session analyzes to what extent and under what circumstances the digitization of Food Banks would increase their impact and efficiency

See event →

How companies' social action is evolving

Round table held within the framework of executive education programs for NGO-NPO at the Esade IIS and the "La Caixa" Foundation.

See event & speakers →

Digital humanism: technology at the service of individuals and company missions

Round table in the cycle of "Connecting through the Workplace" conferences, organized by the IIS and ISS Spain.

See event & speakers →

World Refugee Day: 100 million displaced

To mark World Refugee Day, the Esade Institute for Social Innovation and Esade Alumni organized a webinar with representatives from three organizations having extensive and consolidated experience in supporting and aiding refugees, who provided a global view of the reality of this collective, of the initiatives they have in place, and of possible proposals for contributing to improve or alleviate their situation of vulnerability.

1 Identity, mission and impact
2 Education
3 Research
4 Social debate
5 Esade Community and stakeholders
6 Social action
7 Our social commitment through caring for the environment
8 Financial information
9 Governance
10 Appendix

49

Esade – SERES Foundation Cycle

Organized annually by Esade and the SERES Foundation, it consists on hybrid events about social responsibility, the challenges and opportunities that demographic change poses for companies, and mental health in the workplace.


Esade Women Initiative (EWI)

Presentation of Esade Gender Monitor 2022: "Gender equality in Spanish companies after the pandemic", a report presented in a webinar, announced on a national scale, for the purpose of including its main conclusions in the social debate framed as part of "International Women's Day".

Labor Relations Forum

The Law School is in charge of the Labor Relations Forum, a prestigious national forum attended by Human Resources executives and legal advisers from the largest national entities and companies. This is a periodic activity that reflects on changes regarding labor relations, with justices from the supreme courts and high courts of justice. It is led by Professor Salvador de Rey Guanter and coordinated by Professor Anna Ginès. **Throughout the 2021-2022 school year, 30 activities (forums, workdays, round tables and debates, etc.) were scheduled, with a total of 1,700 enrollments.**
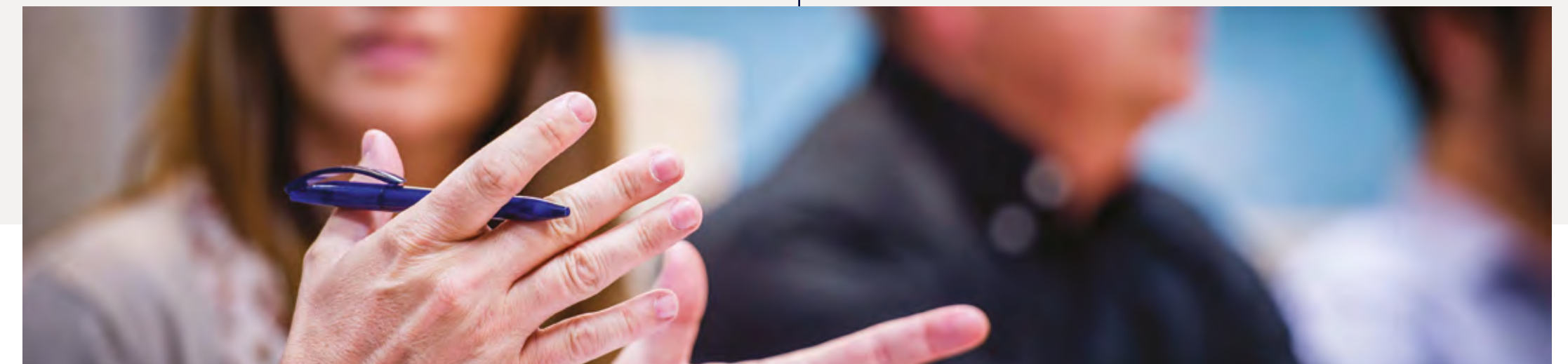
Technological humanism, or how to make the human being the center of global automation

The Esade Technological Humanism Forum presented the conclusions of the report, "Technological humanism, or how to make the human being the center of global automation", which points out that the digital revolution:

· Does not allow for backtracking, despite the dystopian and dehumanizing risks found at its heart.

· Should incorporate a critical account that ethically resignifies its content, and a legislative agenda that democratically controls its future development.

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

50

Esade Community and stakeholders

3 GOOD HEALTH AND WELL-BEING

17 PARTNERSHIPS FOR THE GOALS

PRINCIPLE 2: Values

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

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.

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

5.1.
Our Staff

GRI 2-7, 2-30, 3-3, 401-2, 403-1, 403-6

The entire Esade community is covered by a collective bargaining agreement for the university education and research centers. Staff are therefore guaranteed their rights to be represented by the Barcelona and Madrid Workers Committees, which unite with the Occupational Health and Safety and Equality Committees.

At Esade, the balance of work and family life is key. Thus, we accompany our staff in different ways:

Orientation for our staff

Voluntary telework

Personalized assistance,
with special value for the members of our community that come in to work from abroad, who may need special support completing documentation or information about lodging and other issues such as enrolling their children in schools.

Flexible hours

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

52

5.1.1.   TRAINING IN IDENTITY AND MISSION

GRI 3-3, 404-2

Training in identity and mission is organized at Esade, directed to the whole community. Some training courses are organized internally, while others are through the Network of the Jesuit universities in Spain (UNIJES) and the Society of Jesus.

Value Workshops

Encounters directed at all Esade professionals with the purpose of sharing, in detail, the values that define our institution and our raison d'être.

Executives program (UNIJES)

Starting with the participants' own experience in their universities, we aim to gain awareness about the executive role, learning the nature of the position, identifying the implications and how they affect executive operations, all within the framework of UNIJES.

Leadership at the borders (UNIJES)

Encounter held in Deusto, to discuss the social commitment from universities, the realities of immigration, our borders and our way of proceeding.

Ignatian Leadership Society of Jesus, Province of Spain

Targeting the professors and staff with managerial responsibilities, to work on self-awareness and how to inspire the development of our mission.

Basic training (UNIJES)

The goal is to offer an approach to Ignatius, the Society of Jesus and the mission of Jesuit universities. Personal reflection about professional work in the development of that mission is also put forth during the training.

Training in Identity and Cross-Sector Mission Society of Jesus, Province of Spain

A three-year training program structured in six modules, with the purpose of helping people to be more aligned with the shared mission and the development of our own human potential and to realize it through solidarity service.

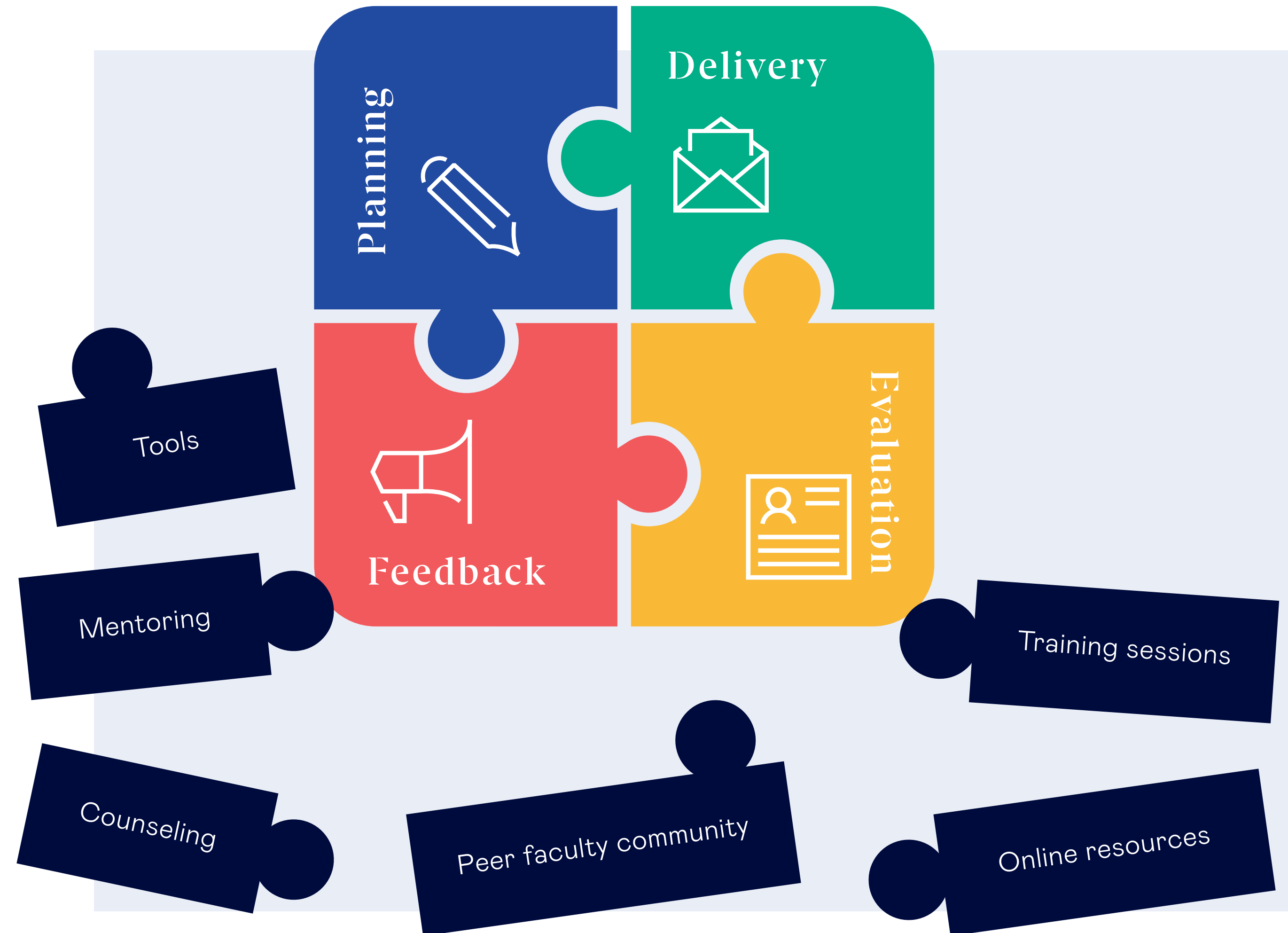**168**

participants in the training sessions.

146

individuals who have attended the training sessions.

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

53

5.1.2. PROFESSOR TRAINING

GRI 3-3, 404-2

From the Center for Teaching & Learning (CTL), training sessions are organized for faculty. These sessions are on the different phases of the teaching and learning process: Planning, Delivery, Feedback and Evaluation. Different resources and tools are also made available to them to enrich their teaching portfolio.

Planning

Delivery

Feedback

Evaluation

Tools

Mentoring

Counseling

Peer faculty community

Training sessions

Online resources

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

RESOURCES AND TOOLS FOR PROFESSORS

2021 – 2022

Teaching Development Program

Portfolio of training activities proposed for professors, as well as tools and resources available.

Content Creation

Various content creation: multimedia presentations, podcasts or interactive activities for their courses.

Assessment strategies

Resources and advice on strategies and tools for assessment and feedback, for online, hybrid and in-person formats.

Video creation

How to create videos for their courses.

eCampus Essentials

Basic concepts in Moodle that are essential for organizing a course website, editing it, and creating basic activities and resources.

Essentials for designing and teaching hybrid coursed

Redesigning a course in hybrid format.

1 Identity, mission and impact
2 Education
3 Research
4 Social debate
5 Esade Community and stakeholders
6 Social action
7 Our social commitment through caring for the environment
8 Financial information
9 Governance
10 Appendix
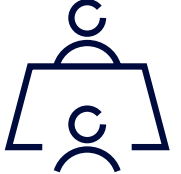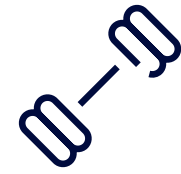
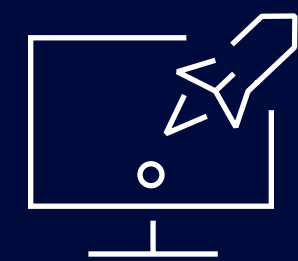## TEACHING DEVELOPMENT PROGRAM & TRAINING PLAN

2021 – 2022

As part of the Teaching Development Program, the following training sessions were offered during the 2021-2022 school year, which combined the in-person and online formats:

Total participants in the training sessions	**132**
Individuals have attended the training sessions	**106**

Competence	Workshop
Planning	Techno Instructional Course Design
	International Teachers Programme (ITP)
	Ecampus Updates On Tools & Resources
	Writing Effective Cases
	Teaching In Online & Hybrid Classes: Key Elements For Success
Delivery	Use Of Mentimeter In Your Classes
	Use Of Kahoot In Your Classes
	Successful Case Teaching
	How To Engage Large Undergraduate Audiences Without Losing Our Personal Teaching Style And Esade's Mission
	Gender Dimension Of Teaching Curricula: Gender Sensitive Teaching
Feedback & Assessment	Assessement, Grading & Feedback On Ecampus

At CTL, pedagogical advisement and accompaniment is offered as needed in the design and implementation of innovation dynamics and incentivizing methodologies for active learning, **attending to a total of 526 on-demand and advisement needs.**

30.40%	Assesment & Feedback
20.15%	eCampus
13.69%	Tools
13.50%	Planning
12.36%	Training
9.51%	Delivery
0.38%	Other

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

5.2.
Our students: student associations targeting social impact

EMPRESA I SOCIETAT

This is a student solidarity association that aims to bring awareness to the Esade community about the different social realities, encouraging them to do their part and thus generating a positive impact on society. They organize volunteers, talks and events that have the purpose of raising funds for solidarity causes.

Different initiatives were carried out during the 2021-2022 school year around the Banc dels Aliments and Casal dels Infants foundations, raising a total of **€1,064 in donations**. They have also developed other activities, like volunteering weekly at the El Pa de Sant Oleguer soup kitchen, and providing sign language courses.

ESTALENT

This is an association focused on promoting talent around the student community. To achieve this objective, it raises money through events and then contributes to the Scholarship Program. It also provides a solid platform for students to reach their potential through activities and competitions that, in turn, help them develop their personalities and skills.

Several events were organized in the 2021-2022 school year, all aimed at promoting equality and talent:

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

ESTALENT INITIATIVES

2021 — 2022

Talent Talks Forum

Macro-conferences for Esade students. The main topics were: consulting, fashion, automation, business, sports, finance and marketing.

Law Competition

EsTalent and Ágora celebrated the second edition of the Law Competition, in which teams were presented with a legal case (designed by staff from the associations) to litigate on behalf of the plaintiff or defendant. The team's actions were evaluated by a court, formed by various practicing law professionals, among which were state attorneys, former judges and jurists

Case Competition

This event offered students the opportunity to resolve a marketing case provided by a multinational company. Students worked on the case for a whole week, ultimately sharing the solutions they had found.

Through all of the events held this year, EsTalent was able to raise more than €4,400 for the Scholarship Program.

1 Identity, mission and impact
2 Education
3 Research
4 Social debate
5 Esade Community and stakeholders
6 Social action
7 Our social commitment through caring for the environment
8 Financial information
9 Governance
10 Appendix

OIKOS BARCELONA

Oikos Barcelona is the Esade student association dedicated to sustainability. Its goal is to bring awareness and generate change to foster sustainability in the economy and education.

OIKOS BARCELONA INITIATIVES

2021 – 2022

PIR Survey (Positive Impact Rating)

Survey launched by prestigious international organizations that evaluates the positive impact of business schools. OIKOS was in charged of collecting the data at Esade. A total of 500 responses were received from students in various programs. The analysis and final report concluded that our school is a *Transforming School*.

Tree toolkit Project

100 4th-grade students of different primary schools in the area were reached, by going to their schools and presenting the impacts of climate change, planting trees with them, and even showing them sustainable actions they could take themselves.

Sustainable cooking workshop

Two editions of this workshop were held, providing students with tools to minimize their negative impact on the environment through their kitchens.

Sustainable Finance Think Tank

Students had the opportunity to participate in various seminars on Green Bonds, ESG, macroeconomics, climate change, and many more. Experienced speakers were invited to each session, including different professors from renowned universities and industry leaders, to discuss solutions and ways to balance sustainability and financial decisions.

Momentum Camp

This was a three-day event co-organized by two student associations: Oikos Barcelona (Esade) and Post-Crash (UPF -Universitat Pompeu Fabra). The project had the goal of bringing students together from different universities to evaluate sustainability and corporate management from a triple perspective: EU, Barcelona and educational institutions.

Others

· Beach clean-up in Barceloneta.
· Participation in Esade's Sustainability Week.
· Curricular Change: participation in the process of transforming our education and the Esade campus to have a greater positive impact on society.

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

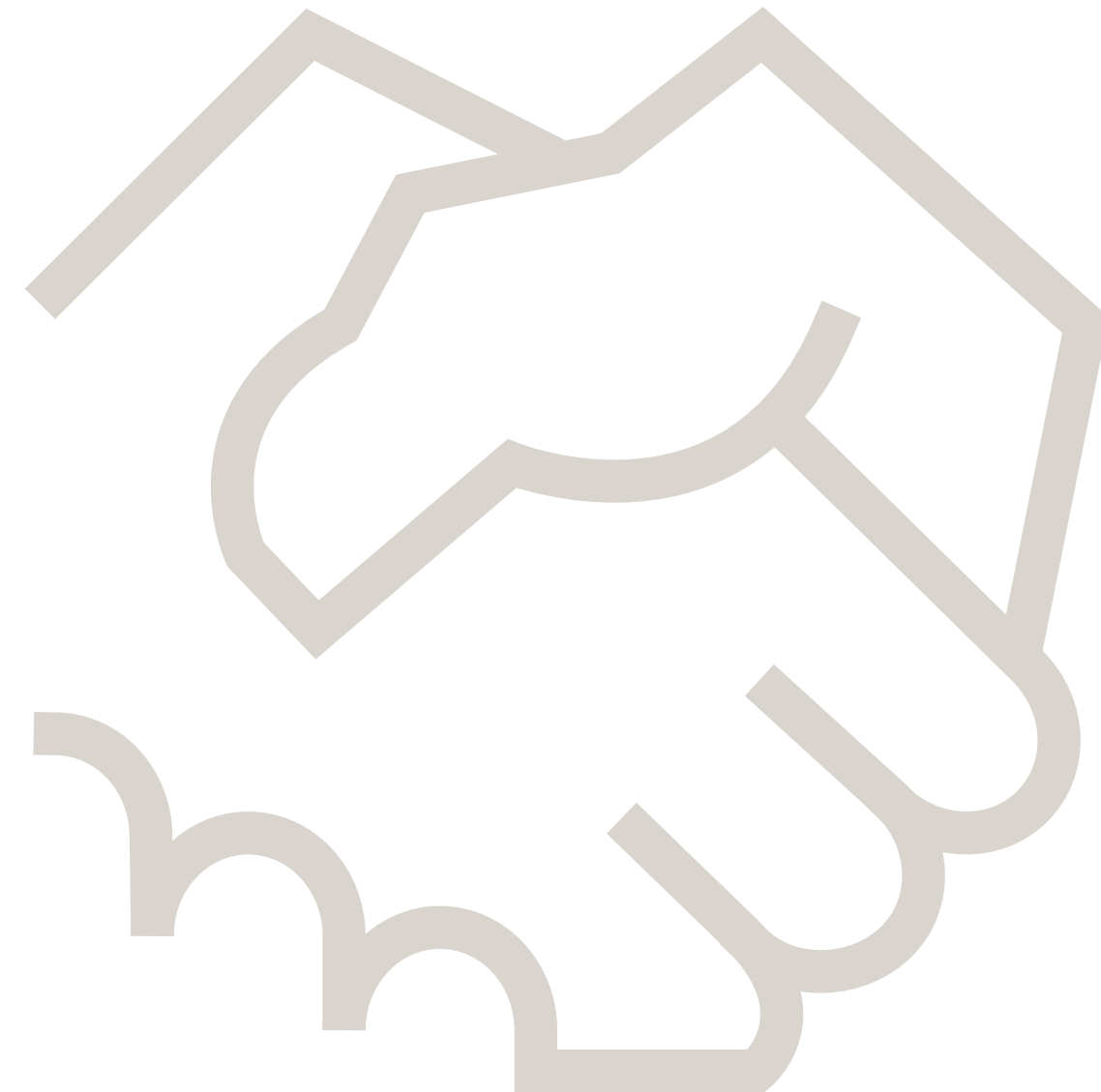9 Governance

10 Appendix

59

THE E3 INITIATIVE

Association responsible for promoting entrepreneurship among Esade students. To do this, it organizes different events, all sustainable and respectful of the environment. Some of its activities during the 2021-2022 school year were:

- Offsetting all CO_2 they generated.

- Using generic "roll-ups" that can be reused year after year.

- Elimination of plastic bottles.

- Catering using compostable containers and cups.

- Promotion materials and tickets were fully digital.

- The little that had to be printed was on recycled paper.

- Single ID cards for association members, as well as their cord. They avoid creating one for every occasion.

- Transportation for association members was organized through carpools.

- Sustainability talks were included at different events.

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

60

5.3.

Other stakeholders: networks and partnerships with other organizations

GRI 2-28, 3-3

PRIMARY NETWORKS OF THE BUSINESS SCHOOL AND LAW SCHOOL

CEMS:
The Global Alliance in Management Education

PIM:
Partnership in International Management

THEMIS:
The Joint Certificate in International and Business Law

CTLS:
Center for Transnational Legal Studies

SIGMA:
Societal Impact & Global Management Alliance

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

61

NETWORKS OF THE SOCIETY OF JESUS

Esade is a member of several associations under the Society of Jesus and maintains relationships with other Jesuit university centers in more than 80 countries. Networks it belongs to:

Network of Jesuit Universities in Spain **(UNIJES)**

Kircher Network **(Jesuit Higher Education in Europe and the Near East)**

International Association of Jesuit Universities **(IAJU)**

International Association of Jesuit Business Schools **(IAJBS)**

NETWORKS AND ORGANIZATIONS IN THE FIELD OF SOCIAL RESPONSIBILITY AND SUSTAINABILITY

Esade's trajectory on the topic of social responsibility and sustainability has intensified over the last 20 years. It has been taking on commitments within the framework of various international organizations, notably the following networks:

Global Reporting Initiative **(GRI)**

Principles for Responsible Management Education **(PRME)**

United Nations Global Compact **(UNGC)**

Red Española del Pacto Mundial de las Naciones Unidas **(REPM)**

European Business Ethics Network **(EBEN)**

Social Enterprise Knowledge Network **(SEKN)**

Global University Network for Innovation **(GUNI)**

Global Business School Network **(GBSN)**

Fundación SERES

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

Social action

1 NO POVERTY

2 ZERO HUNGER

10 REDUCED INEQUALITIES

PRINCIPLE 2: Values

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

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

63

6.1.
Solidarity initiatives and corporate volunteering

GRI 413-1

Our commitment to the development of fairer and more sustainable societies is not only expressed through our education and social debate, but also in solidarity initiatives and actions that allow us to live out our mission and our values in the community, contributing to the common good.

Through the solidarity initiatives that **we develop, we seek to sensitize our community in different social topics**, in addition to involving them in these types of actions.

La Marató 3

Celebration of the Solidarity Workday to benefit **Marató de TV3**, dedicated to mental health research. We collected €2,501, which was donated directly to the Foundation.

fundació mambré

Participation in the **Mambré Foundation's** Christmas Campaign, which cares for and accompanies the homeless, to which we made an institutional donation of €1,200.

arrels fundació

Solidarity drive of CEMS students to benefit the **Arrels Foundation**, which cares for the homeless. Five large boxes of winter clothing were collected.

Cruz Roja Española

Support for the **Red Cross** campaign, led by students, through which they collected toys for vulnerable families of La Palma after the eruption of the Cumbre Vieja volcano.

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

64

Volunteering with the **Èxit Foundation**, which accompanies vulnerable youth in combating school dropouts and increasing youth employability. Four members of our staff participated in the Coach program, which lasts 15-20 hours over two months.

Campaign to support the **Consulate of Ukraine** after the start of the war. A clothing and sanitary materials drive was held. Information was also offered about social entities linked to the Society of Jesus with activity in the territory to make an economic donation.

Celebration of Sant Jordi Solidario, launching a Solidarity Rose initiative to benefit the Arrels Foundation, which works with the homeless people in Barcelona.

COLLABORATION WITH CENTRAL AMERICAN JESUIT UNIVERSITIES (UCAs)

During the 2021-2022 school year, the 10th Anniversary was held of the creation of the training seminar that Esade gives every year to professors from three Central American Jesuit universities: the Central American University of Nicaragua, the José Simeón Cañas Central American University of El Salvador and the Rafael Landívar University of Guatemala.

Thanks to a new and innovative digital format, the encounter was able to bring together more than 100 academics of various nationalities from those Jesuit universities. The seminar addressed "the digital transformation of organizations" and "educational innovation after Covid-19." Teaching activities were shared by eight professors from Esade Business and Law Schools.

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

65
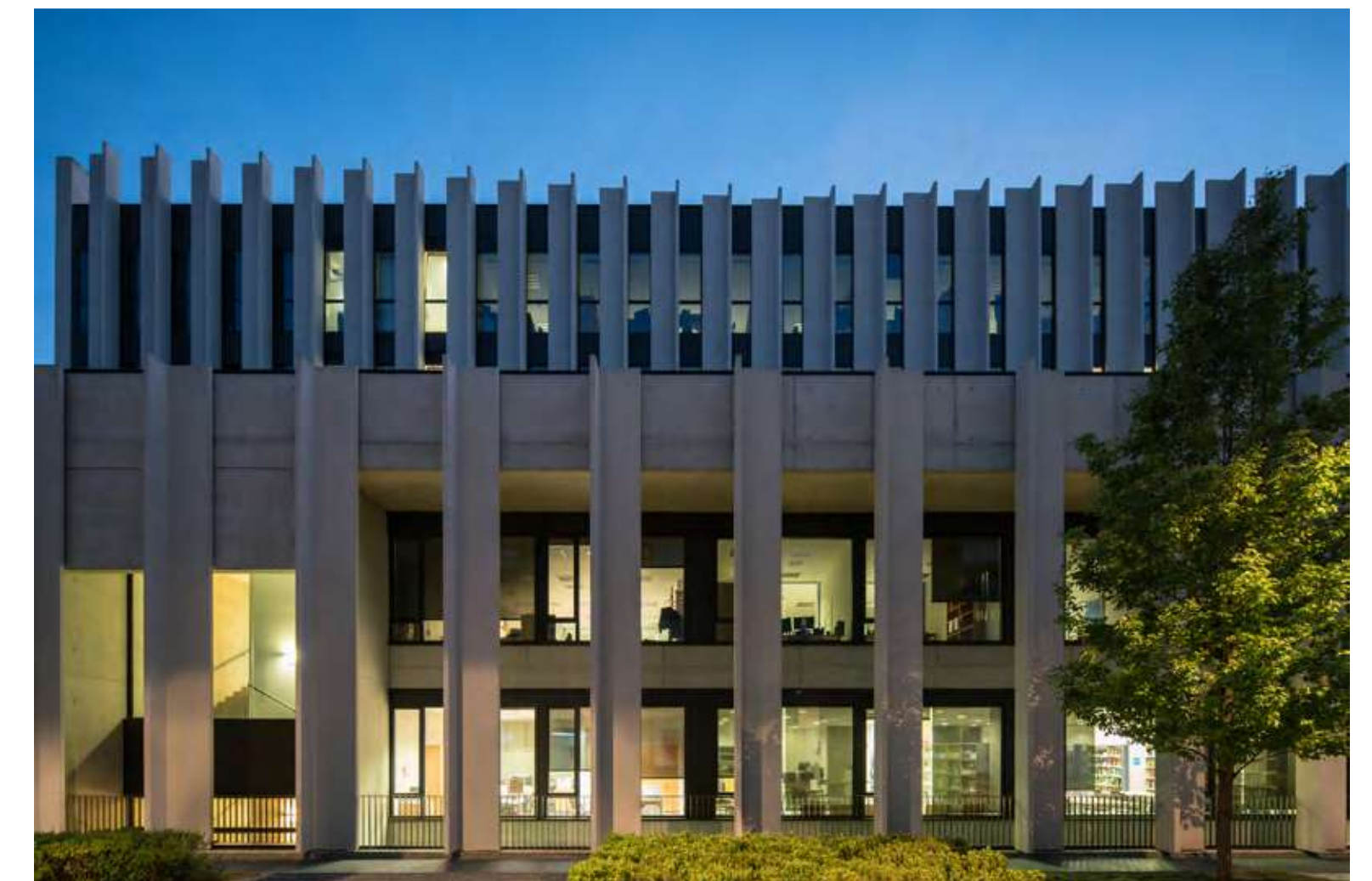
6.2.
Esade Alumni Social

GRI 413-1

370

Volunteers (individuals)

· Solidarity Consultants Program

· Solidarity Hackathon

· Volunteer Committees

· Junior Achievement

· Together Program

>14,000

Hours of solidarity consulting

41

Social entities that have received consulting

25 in Barcelona

9 in Madrid

7 in other territories
(2 in Seville, 1 in Valencia, 1 in Zaragoza, 1 in Mallorca, 1 in Lleida and 1 in Girona)

Together

3 new projects

7 new volunteers, former Esade students, incorporated in the different projects:

· CIPCA (Bolivia)
· CORENA (Senegal)
· Hogar de Cristo (Ecuador)

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

66
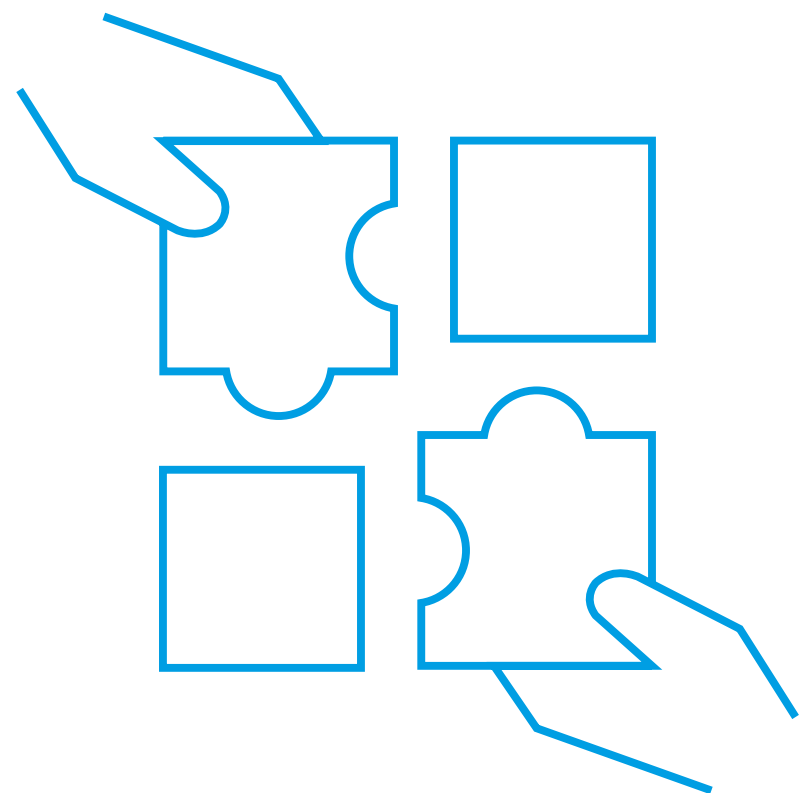
OTHER PROJECTS

Do Good App

200

Participants

Governance Forum

41

Participants

SDG Simulator

103

Participantes

Sessions on raising awareness:

FILM FORUMS

Youth V Gov (online)
30/11/2021

Wine Masters - Torres (hybrid)
22/02/2022

Day of Rage: How Trump Supporters Took the U.S. Capitol | Visual Investigations
24/03/2022

Fishing With Dynamite
17/05/2022
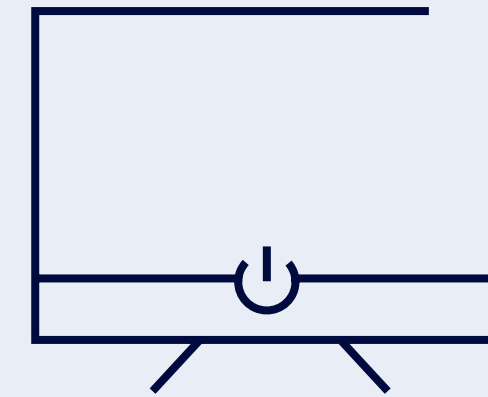
WEBINARS AND COLLOQUIUMS

Colloquium:Together Community
11/11/2021

Launch: Solidarity Consultants 2021-2022

Round table: The transition of SMBEs toward sustainability
10/02/2022

Cycle: Healthy Habits.

Together Colloquium: Significant experiences in Together projects

Webinar: Career Week: Is sustainability changing the global labor market?
06/04/2022

Ukraine round table:Humanitarian crisis in Ukraine, what we can do on our own initiative to help refugees
25/04/2022

Solidarity Consultants Closing Ceremony: Regenerative Economy
07/06/2022

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

67

Our social commitment through caring for the environment

4 QUALITY EDUCATION

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

13 CLIMATE ACTION

17 PARTNERSHIPS FOR THE GOALS

PRINCIPLE 2: Values

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

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

68

7.1.

Actions to reduce environmental impact

GRI 3-3, 303-1, 303-2

In the Esade community, **we work toward making constant improvements that lead us to reduce and optimize consumption of the resources** we need to develop our activity, as well as minimize waste. To do this, we have made progress in the installation of solar panels, improvements in LED lighting and climate control, among other areas. And, in relative terms, this continues to improve our performance.

It is our commitment to continue working in this area and demonstrating our interest in working in support of the environment and with our stakeholders.

Below, we present the main results on energy consumption, water resources and waste generation.

- Installation of **solar panels** in Buildings 2 and 3 in Barcelona and the Teaching Building in Sant Cugat.

- Our projects were carried out under **criteria of circular economy and Cradle to Cradle certified products** (Garbage bins / BITLASI Classrooms in Sant Cugat and MBA classrooms (Building 3).

- Incorporation of **ESG criteria in selecting suppliers and valuation of services.**

- Requesting **suppliers** to adopt the **United Nations Global Compact and the Esade Code of Ethics** (89% have adopted them).

- Redefining the catalog of **promotional materials**, taking into consideration **sustainability criteria**.

We emphasize having obtained the Certificate under the ISO 14064 standard verifying the calculation of greenhouse gas emissions for the 2020-2021 school year by TÜV Rheinland, thus improving transparency of emissions data.
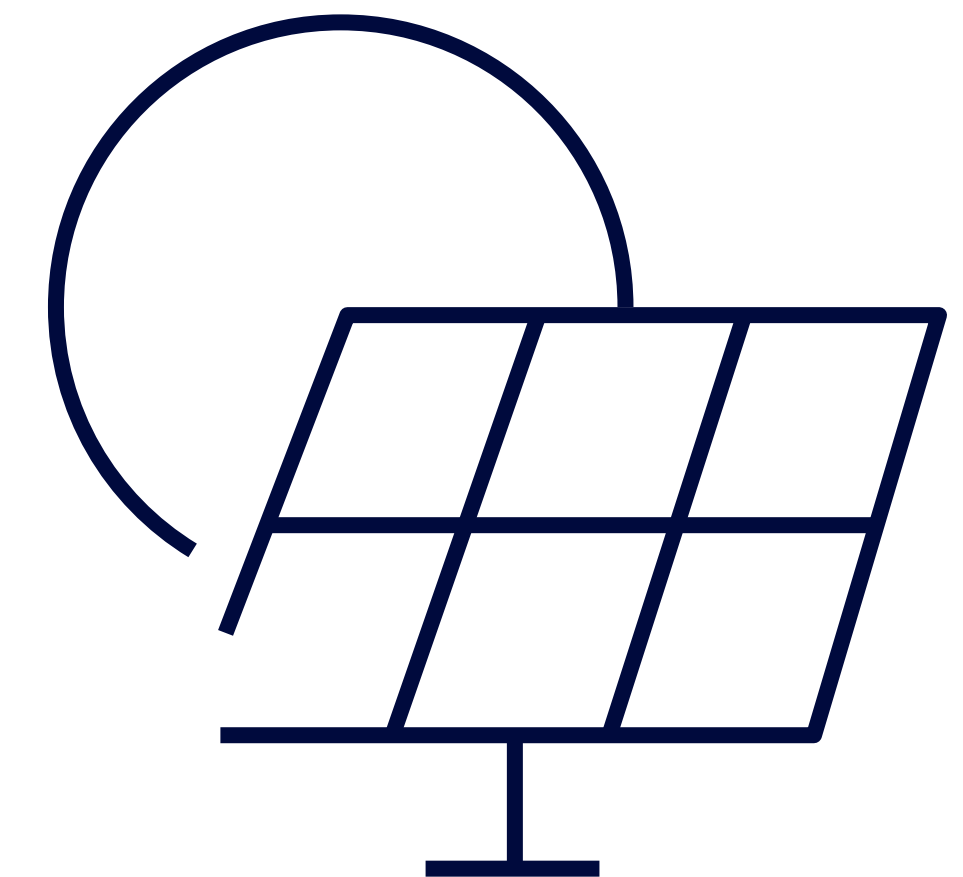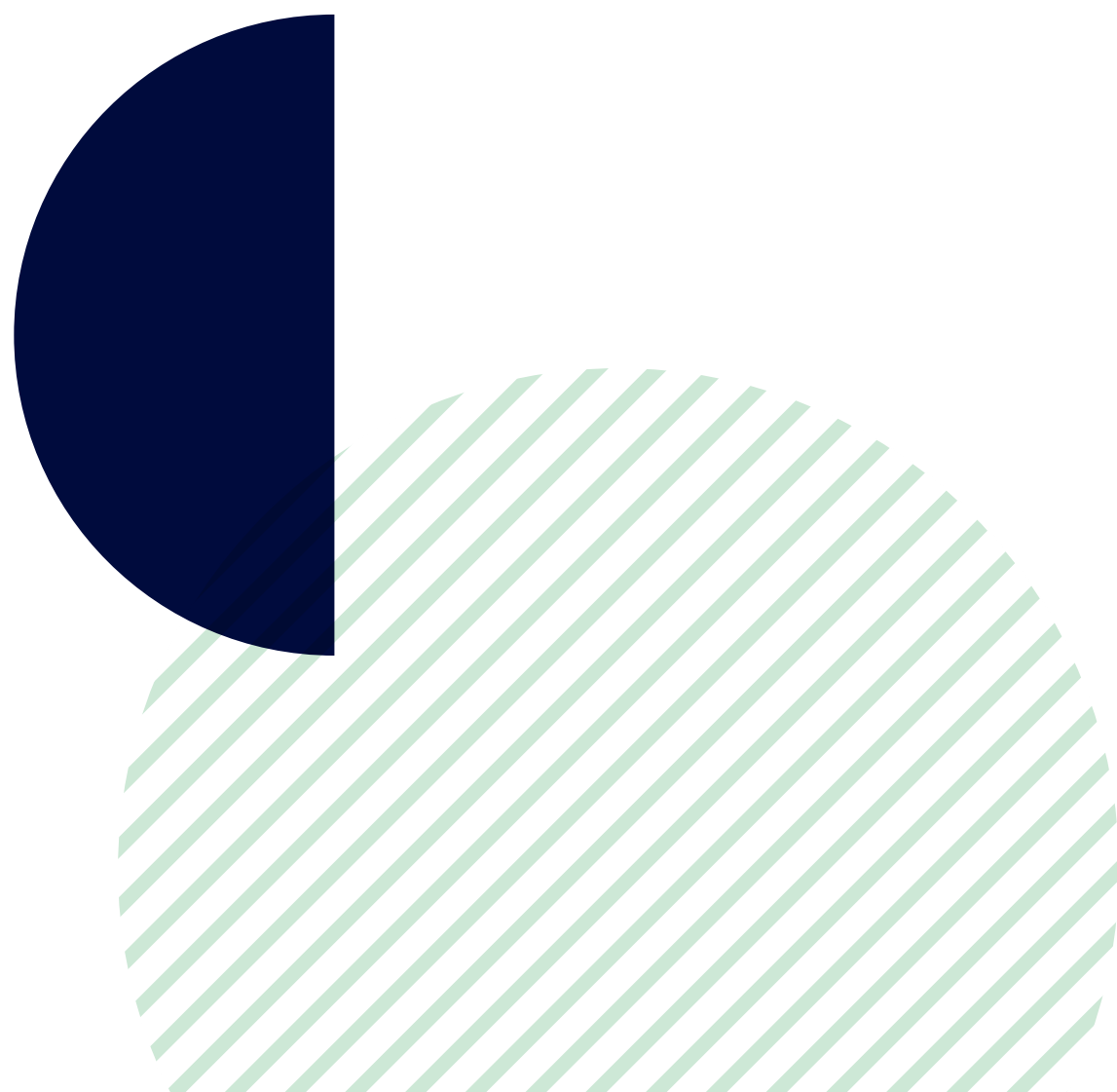
7.2. **Resource consumption**

7.2.1. ENERGY CONSUMPTION

Solar panels have been installed during the 2021-2022 school year in Buildings 2 and 3 on the Barcelona campus and in the Teaching Building on the Sant Cugat campus.

$130^{.91}$ Total Power Installed (kWh)

$71^{.70}$ Sant Cugat

$32^{.85}$ Building 2 (Campus Barcelona)

$23^{.36}$ Building 3 (Campus Barcelona)
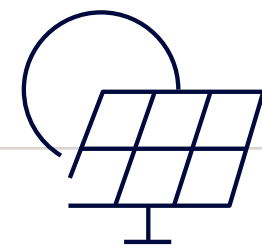
The climate control equipment has been changed in the Esadeforum, and replacement is underway in Building 3, and the 3rd and ground floors of Building 2.

We continue to make changes to LED lighting on the Sant Cugat (1.300 m^2) and Barcelona (MBA - 1095 m^2) campuses.

There has been an increase in **electricity consumption** compared to the previous year, after fully returning to in-person learning in the classroom and two days of telework per week. The 2022-2023 school year will allow us to see the efficiency of our energy control measures.

Electricity consumption (kWh)*

	2020 — 2021	2021 — 2022	Variation
Without climate control	5,035,746.10	5,561,447,23	↑$10^{.44\%}$
With climate control	5,393,119.98	6,022,327,58	↑$11^{.67\%}$

* Data cover the following Esade facilities: Barcelona, Sant Cugat and Madrid campuses.

Electricity Consumption (KWh)

Legend: 2019 — 2020, 2020 — 2021, 2021 — 2022

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

70
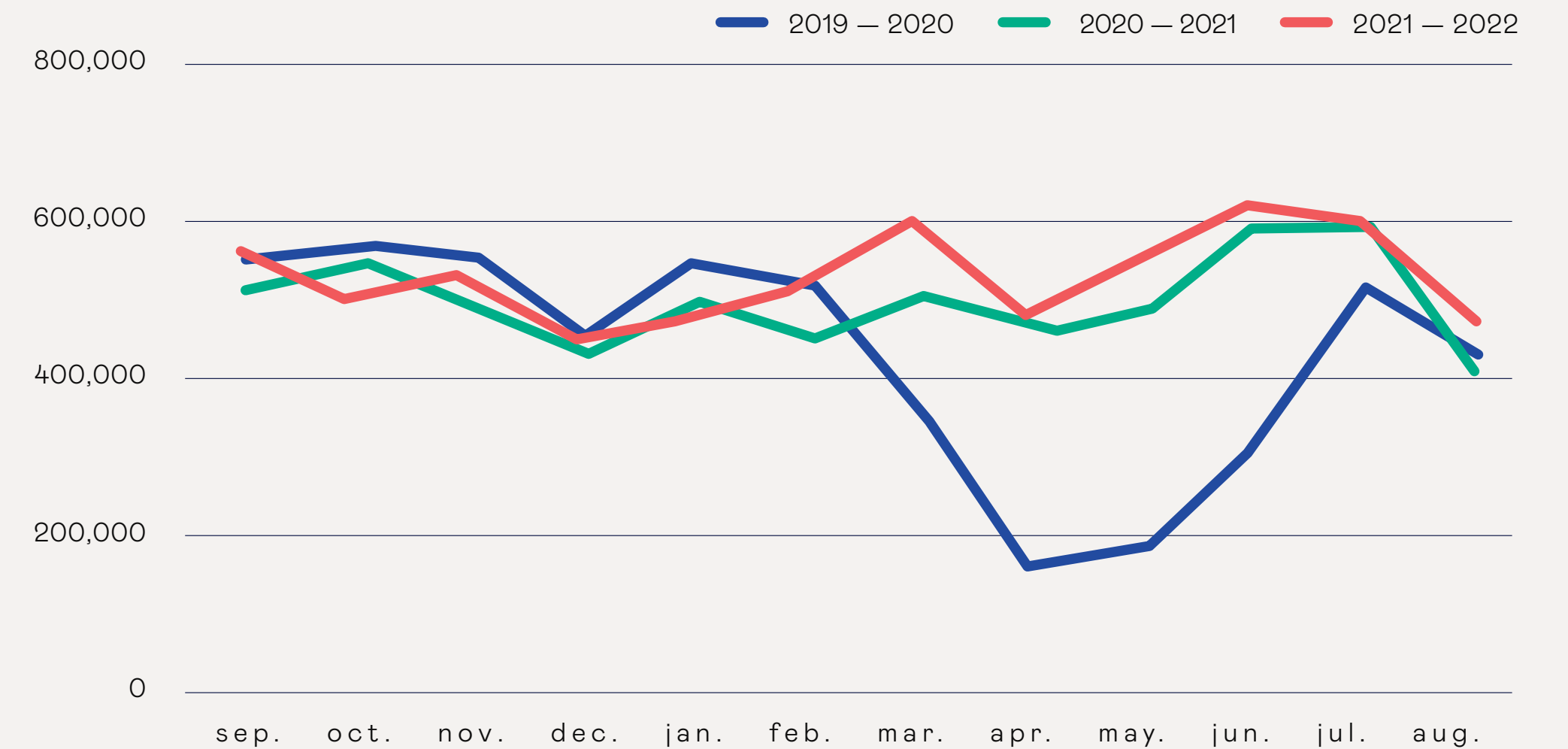
GRI 302-1c

Similarly, **gas consumption** has also slightly increased.

Gas consumption (kWh)*

	2020 — 2021	2021 — 2022	Variation
Without climate control	184,861.92	180,102.91	↓$2^{.57\%}$
With climate control	1,264,243.65	1,327,887.68	↑$5^{.03\%}$

* Data cover the following Esade facilities: Barcelona and Sant Cugat campuses. The Madrid campus does not have a gas supply.

Gas Consumption (KWh)

— 2019 — 2020   — 2020 — 2021   — 2021 — 2022
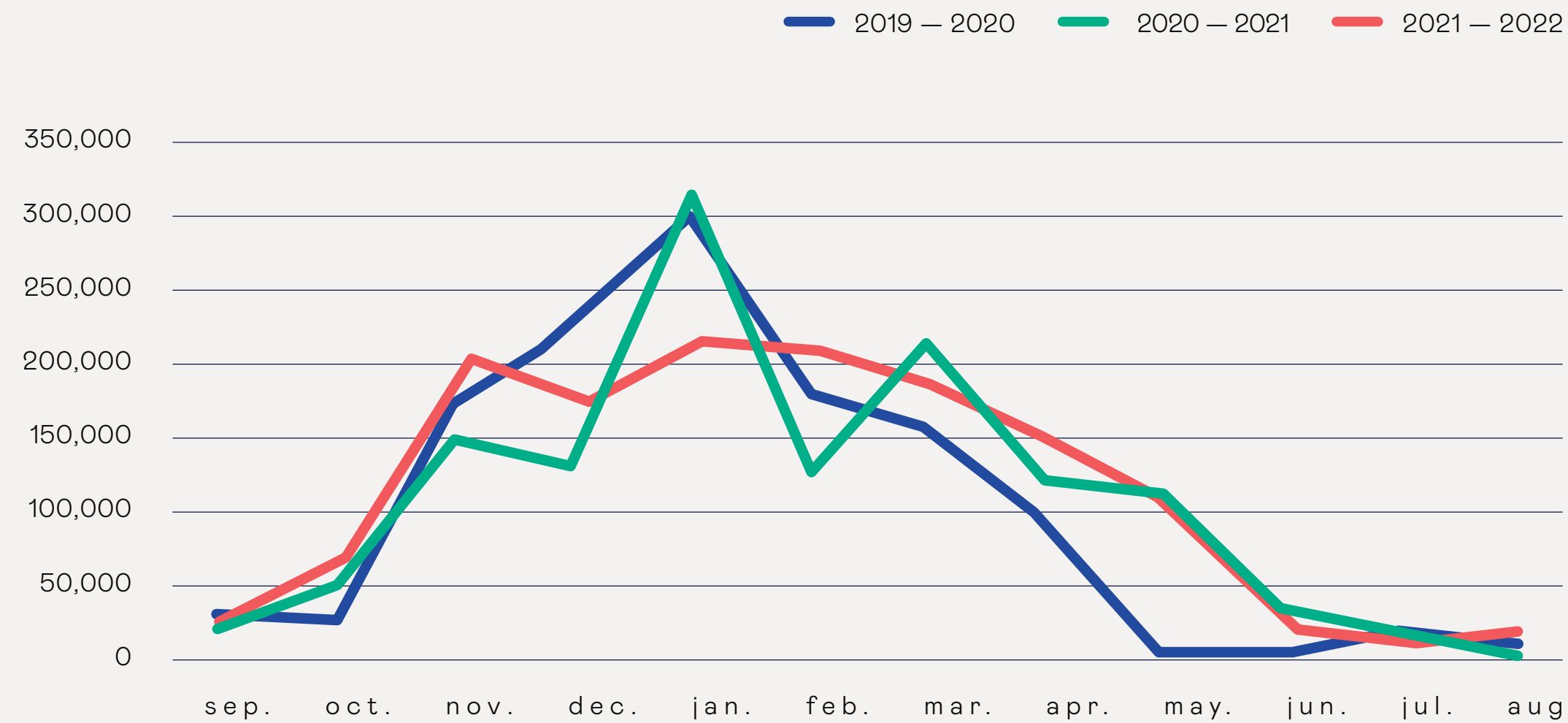
GRI 302-1, 302-4

Energy consumption by source (kWh) · Without air conditioning

	2020 — 2021	2021 — 2022	Variation
Renewable	5,035,746.10	5,561,447.23	↑$10^{.44\%}$
Electricity (kWh)	5,035,746.10	5,561,447.23	↑$10^{.44\%}$
Non-renewable	184,861.92	180,102.91	↓$2^{.57\%}$
Natural gas (kWh)	184,861.92	180,102.91	↓$2^{.57\%}$
Total	5,220,608.02	5,741,550.14	↑$9^{.98\%}$

Energy consumption by source (kWh) · With air conditioning

	2020 — 2021	2021 — 2022	Variation
Renewable	5,393,119.98	6,022,327.58	↑$11^{.67\%}$
Electricity (kWh)	5,393,119.98	6,022,327.58	↑$11^{.67\%}$
Non-renewable	1,264,243.65	1,327,887.68	↑$5^{.03\%}$
Natural gas (kWh)	1,264,243.65	1,327,887.68	↑$5^{.03\%}$
Total	6,657,363.64	7,350,215.26	↑$10^{.41\%}$

7.2.2. WATER RESOURCE CONSUMPTION

GRI 303-1, 303-2, 303-5

In the same manner, water consumption has increased due to the return to the normal class activity.

> ### Good environmental practices:
>
> ### WATER RESOURCE MANAGEMENT
>
> We have improved the irrigation systems in the green spaces of our buildings, in addition to continuing to plant native species that require low water consumption.
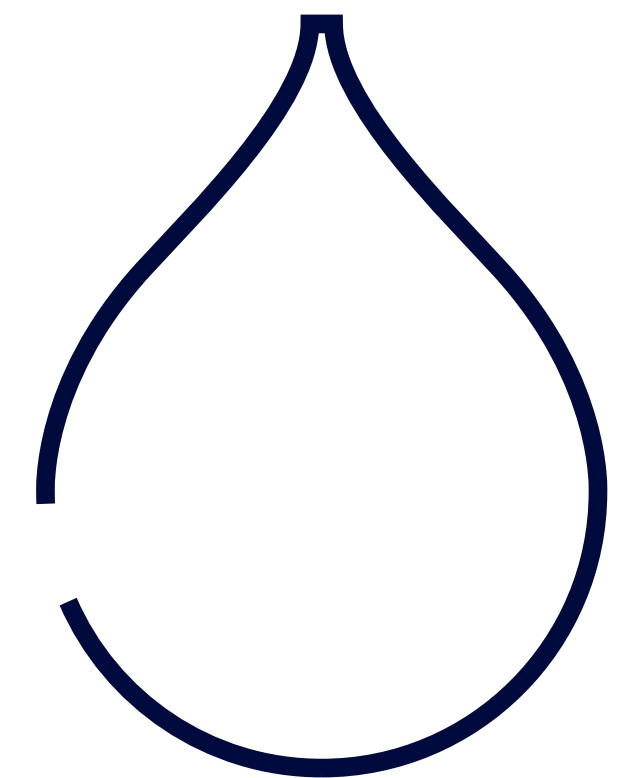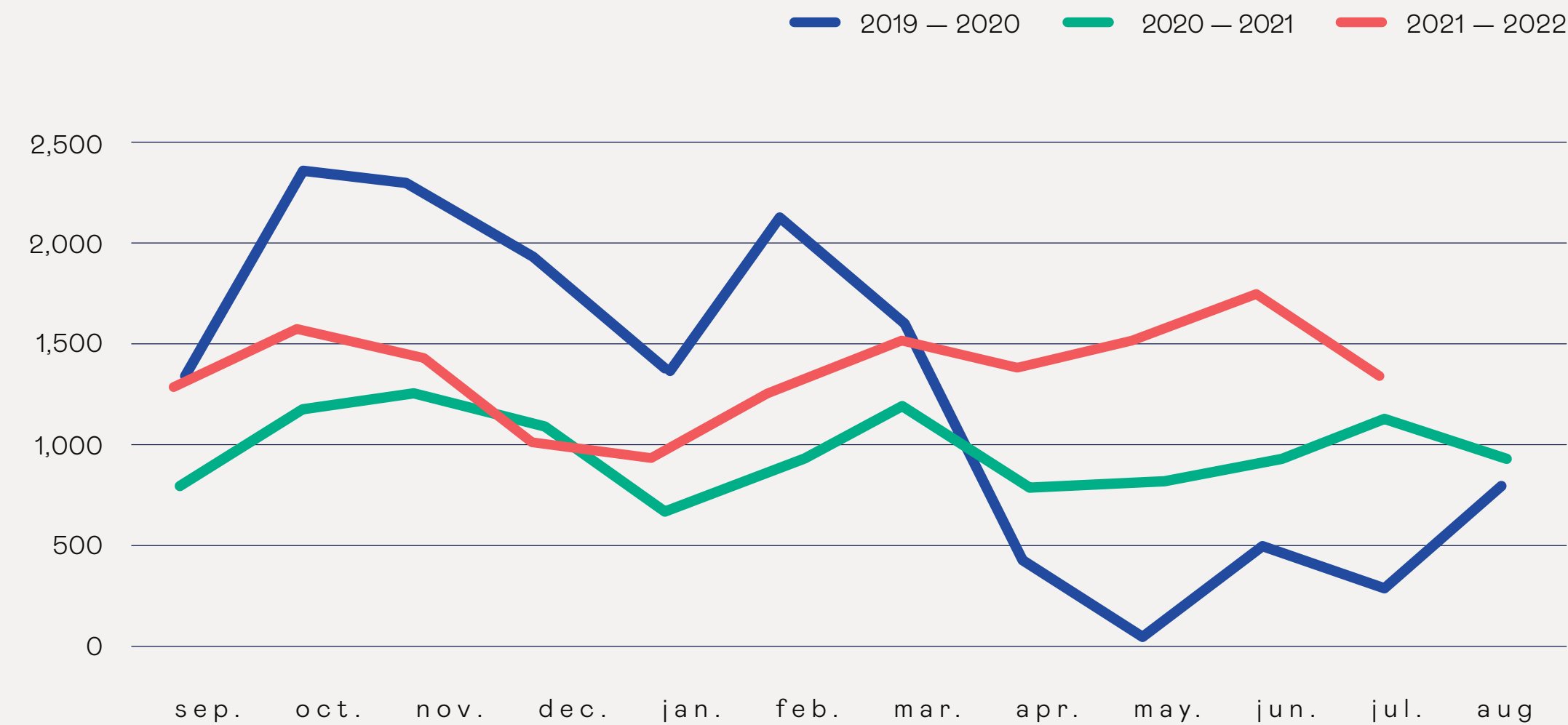>
> New recovered rainwater meters have been installed and, given the replacement of commodes, we have chosen the dual-flush option.

GRI 303-5

Water consumption by source (m³)

	2020 — 2021	2021 — 2022	Variation
Third-party water (e.g., municipal)	11,752.41	15,981.63	↑35.⁹⁹%
Total	11,752.41	15,981.63	↑35.⁹⁹%

Consumo de agua (m³)

2019 — 2020   2020 — 2021   2021 — 2022

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

72

7.2.3. PAPER CONSUMPTION

GRI 303-1

The 2021-2022 school year is the second year after changing to 100%-recycled paper. We see a considerable reduction in paper consumption, due to a progressive change in the community's habits.

Paper consumption (Tn)   ● Tn NAVIGATOR PAPEL   ● Tn RECYCLED PAPEL   — Total

School year	Tn NAVIGATOR PAPEL	Tn RECYCLED PAPEL
2016—2017	17	0
2017—2018	19	0
2018—2019	18	0
2019—2020	5	6
2020—2021	0	2
2021—2022	0	4

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

73

7.3. **Carbon footprint**

GRI 3-3, 305-1, 305-2, 305-3. 305-5

During the 2021-2022 school year, we have made a calculation of emissions from the 2020-2021 school year, furthermore receiving **verification and certification from TÜV Rheinland.**

We have systematized the use of the consumption tracker dashboard.

Good environmental practices:

CARBON FOOTPRINT

We have made a calculation of scope 1 and 2 emissions for the entire institution, within the Ramon Llull University Decarbonization Project and the project Carbon Footprint Calculation for the scope 3 throughout Esade. These calculations will be considered when preparing the plan of action to deploy in the coming years within the framework of the Esade Sustainability Plan.

Certificado

Norma de aplicación	**ISO 14064-1:2018 Gases de efecto invernadero. Parte 1: Especificación con orientación, a nivel de las organizaciones, para la cuantificación y el informe de las emisiones y remociones de gases de efecto invernadero.**
N° registro certificado	00/220008
	TÜV Rheinland Ibérica Inspection, Certification & Testing S.A. certifica:
Titular del certificado:	**FUNDACION ESADE** Av. Pedralbes, 60-62 08034 Barcelona España
Ámbito de aplicación:	Formación, investigación y actividades administrativas soporte.
	Mediante la auditoría realizada frente a la Norma ISO 14064-1:2018, con informe nº 00/220008, se demuestra el cumplimiento de todos los requisitos recogidos en la Norma ISO 14064-3:2019.
	Auditoría realizada del 2022-07-20 al 2022-07-21.
Fecha Auditoría:	2022
Inventario validado:	2021
Primer inventario validado:	

2022-10-26   TÜV Rheinland Ibérica Inspection, Certification & Testing S.A. Garrotxa, 10-12 – E-08820 El Prat de Llobregat

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1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

74

CO_2 EMISSIONS FROM CORPORATE TRAVEL

GRI 305-1, 305-2, 305-3. 305-5

Compared to the previous school year, in 2021-2022 we observed a considerable increase in emissions from travel, both by train and by plane. These increases are directly related to eliminating the travel restrictions caused by the COVID-19 pandemic and the growth of programs in other countries.

* Data referring to carbon footprint are reported with a one-year difference compared to the reporting period.

CO_2 emissions from corporate travel *

	Miles		kgCO2 equivalent	
	2020 — 2021	2021 — 2022	2020 — 2021	2021 — 2022
Train	537,666	3,939,966	40,325	1,215,573
Plane	382,302	999,978	97,487	56,944
Total	919,968	4,939,944	137,812	1,272,517

* Included in indirect emissions

GHG emissions (tCO_2eq)

	2020 — 2021	2021 — 2022	% variation
Scope 1	142.80	132.23	↓7.40%
Scope 2	872.32	197.09	↓77.41%
Scope 3	12,309.50	10,559.00	↓14.22%
Total	13,324.62	10,888.32	↓18.28%

* Data referring to carbon footprint are reported with a one-year difference compared to the reporting period.

Corporate carbon footprint by source (% tCO_2eq)

	2020 — 2021
Total Scope 1	**100.00%**
Fuel	26%
Refrigerant	74%
Commercial fleet	0%
Process emissions	0%
Total Scope 2	**100.00%**
Electricity	0%
Heating	100%
Total Scope 3	**10.26%**
Packaging	0%
Waste generated in operations	0.04%
Business travel	3.70%
Commuting	6.51%

* Data referring to carbon footprint are reported with a one-year difference compared to the reporting period.

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

75

7.4. **Waste generation and treatment**

GRI 3-3, 306-1, 306-2, 306-3

The nature of our activity, developed in an environment of academic buildings, determines the types of waste that we generate and that are generally managed by the municipal garbage collection service (this type of management does not have associated recording and monitoring). The remaining waste comes from authorized managers that issue the corresponding records.

It should be pointed out that the increase in kg of treated waste is more due to the **effort we are making at Esade to identify and manage them under controls** than an actual increase. It is also important to point out that many of the waste categories presented here are subject to change based on need (for example: remodeling work), so their fluctuation makes an interannual comparison quite difficult.

Volume of waste generated by type (kg)

	2020 — 2021	2021 — 2022	% variation
Non-hazardous waste	71,295.30	108,064.26	↑51.57%
Hazardous waste	228.00	358.00	↑57.02%
Total	71,523.30	108,422.26	↑51.59%

Good environmental practices:

CONSUMPTION OF MATERIALS, WASTE AND CIRCULAR ECONOMY

- Elimination of paper from self-service trays.

- Reusing leftovers from pruning trees and coffee grounds as compost.

- Signature of a collaboration agreement with the entity Electrocycling, to pick up and later assess electrical and electronic devices (computers, monitors, wiring, light covers, etc.), and install a collection bins at Sant Cugat and Building 1.

- Reconditioning fixtures.

- Installation of dishwashers in the cafeterias to be able to use your own cup.

- Launch of the "Too Good To Go" app to prevent food waste, putting leftovers from the daily menus up for sale at a low price.

- Project to move promotional material to more sustainable material as far as eliminating plastic, changing to organic textiles, FSC-certified paper products and collaboration with Special Employment Centers.

- Purchasing Fiberpack products. During the 2017-2021 period, we recovered 1,621,824 1-liter cardboard containers, saving 659 medium-sized trees and avoiding atmospheric emissions of 42,410.7 kg CO_2.

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

7.5.
Other good environmental practices

GRI 2-6, 3-3

Travel

· Transfer of the bicycle parking area in Sant Cugat to the underground parking lot, improving user safety.

· Approval of the new travel policy for staff with a sustainable approach.

Biodiversity

· Sant Cugat Flowerbeds: removal of spider plants and planting of grasses.

· Installation of nesting boxes for bats in Sant Cugat to eliminate insects.

· Roundup has been eliminated as an herbicide.

· Insect hotels have been installed in Buildings 2 and 3.

· Installation of a nesting box for owls on the Sant Cugat campus.

Sustainability criteria along the value chain: sustainable food

· Launch of the "Too Good To Go" app to prevent food waste, putting leftovers from the daily menus up for sale at a low price.

· 70% of beverages offered were replaced with sugar-free products.

· Single-use plastic has been eliminated from the campuses.

Accessibility

· Paper towels have been relocated in adapted bathrooms for greater wheelchair accessibility.

· Adaptation of sanitizer height.

Sustainability criteria along the value chain: ecodesign of our buildings

· In our space adaptations, we have taken the sustainability criteria, circular economy and Cradle to Cradle certified products into account.

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

77

8

Financial information

8 DECENT WORK AND ECONOMIC GROWTH

PRINCIPLE: Values

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

8.1.
Financial figures

GRI 3-3, 201-1, 207-4

The Esade business figures in the 2021-2022 school year are **€134.0M in gross revenue and €123.3M in net revenue**, being the highest in Esade's history. It should be pointed out that the business figures achieved implies a growth of almost 12% compared to the previous year, and we have recovered the revenue from the Executive Education unit lost last year due to the impact of COVID-19.

The final result of the 2021-2022 fiscal year totaled €7.7M in profits, improving last year's result, thanks to the growth in revenue and the effort in cost containment and reduction, especially staff and purchasing costs.

Profit and Loss account (M€)

	2020 — 2021	2021 — 2022	% variation
Gross revenue	119.8	134.0	$11^{.9\%}$
Bonuses and discounts	-10.9	-10.7	$-1^{.8\%}$
Net revenue	108.9	123.3	$13^{.2\%}$
Staff costs	-55.3	-58.5	$5^{.8\%}$
General costs	-42.4	-49.2	$16^{\%}$
EBITDA	11.2	15.6	$39^{.2\%}$
Amortizations	-6.4	-7.6	$18^{.7\%}$
Operating profit	4.8	8.0	$66^{.6\%}$
Financial result	-0.6	-0.3	$-50^{\%}$
Final result	4.2	7.7	$83^{.3\%}$

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

79

Assets (€M)

	2020 — 2021	2021 — 2022	% variation
Non-current assets	89.1	89.8	**0.8%**
Fixed assets	81.2	80.8	**−0.5%**
Long-term financial investments	7.9	9.0	**13.9%**
Current assets	73.1	88.9	**21.6%**
Debtors	12.0	16.4	**36.7%**
Short-term financial investments	0.2	0.1	**−50%**
Treasury	60.9	72.4	**18.9%**
Total Assets	162.2	178.7	**10,2%**

Liabilities (€M)

	2020 — 2021	2021 — 2022	% variation
Net equity	55,9	67,3	**20,4%**
Foundation fund + Reserves	41,5	49,5	**19,3%**
Fiscal year profit	4,2	7,7	**83,3%**
Grants and donations	10,2	10,1	**−1%**
Non-current liabilities	24,6	21,3	**−13,4%**
Long-term debts	24,6	21,3	**−13,4%**
Current liabilities	81,7	90,1	**10,3%**
Collections and anticipated revenue	80,3	89,0	**10,8%**
Other debts	1,4	1,1	**−21,4%**
Total liabilities	162,2	178,7	**10,2%**

1 Identity, mission and impact
2 Education
3 Research
4 Social debate
5 Esade Community and stakeholders
6 Social action
7 Our social commitment through caring for the environment
8 Financial information
9 Governance
10 Appendix

80

8.2.
Suppliers

GRI 204-1, 308-1, 414-1

PROPORTION OF SPENDING ON LOCAL SUPPLIERS

75% of our purchases are made within the Spanish territory. Furthermore, 46% of general service purchases* have implemented a continuous assessment model, integrating sustainability criteria.

At the end of 2022, 87% of our suppliers have signed the **United Nations Global Compact** and our **Code of Ethics**. In 2020-21, it was 46%, so this has increased by 89%.

*   Payment of rent is not included.

Proportion of spending on local suppliers

Number of local suppliers

678
2021 — 2022

608
2020 — 2021

Expense for local suppliers (% of total)

75%
2021 — 2022

85%
2020 — 2021

Our suppliers have been screened with environmental criteria*

11
2021 — 2022

*Information not available in previous years.

Our suppliers have been screened with social criteria

914
2021 — 2022

661
2020 — 2021

38.28%
Variation

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

81

Governance

4 QUALITY EDUCATION

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

17 PARTNERSHIPS FOR THE GOALS

PRINCIPLE 2: Values

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

1 Identidad, misión e impacto
Identidad, misión e impacto

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

9.1.
Governance bodies

GRI 3-3, 2-1, 2-9, 405-1

Esade's governance bodies have the mission of leading the institution and responding to challenges we face in a society that is constantly evolving and changing. The governance is associated with the long-term sustainability of Esade within the framework ot its mission and values.

9.1.1. BOARD OF TRUSTEES FOR 2021-2022

GRI 3-3, 2-9, 405-1, 2-10, 2-13

The Board of Trustees is the highest governance body and representative of the Esade Foundation, the legal owner of Esade's educational centers. The Board of Trustees acts within a framework of close collaboration with the Society of Jesus and civil society. The provincial superior of the Society of Jesus is responsible for appointing half of the trustees. The other members of the Board of Trustees, representatives of civil society, are elected from among individuals distinguished by their reputation in the worlds of business, law, academics or culture, after considering the non-binding opinion of the Esade Foundation Assembly of Members.

Board of Trustees	2021 — 2022
President	Jaume Guardiola Romojaro
Vice President	Enric Puiggròs, SJ
	Maite Barrera Xaubet
	Germán Castejón Fernández
	Ramón Forn Argimón
	Lluís Magriñà Veciana, SJ
	Iván Martén Uliarte
	Eduard Mendiluce Fradera
	Tomás Muniesa Arangegui
	Pedro Navarro Martínez
	Isabel Pagonabarraga Mora
	Marian Puig Guasch
	Angel Rivera Congosto
	Joaquim Uriach Torelló
	Daniel Villanueva Lorenzana, SJ
	Pere Viñolas Serra
	Mariona Xicoy Cruells
	Ignacio Zurdo Garay-Gordóvil

1 Identidad, misión e impacto
1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

84
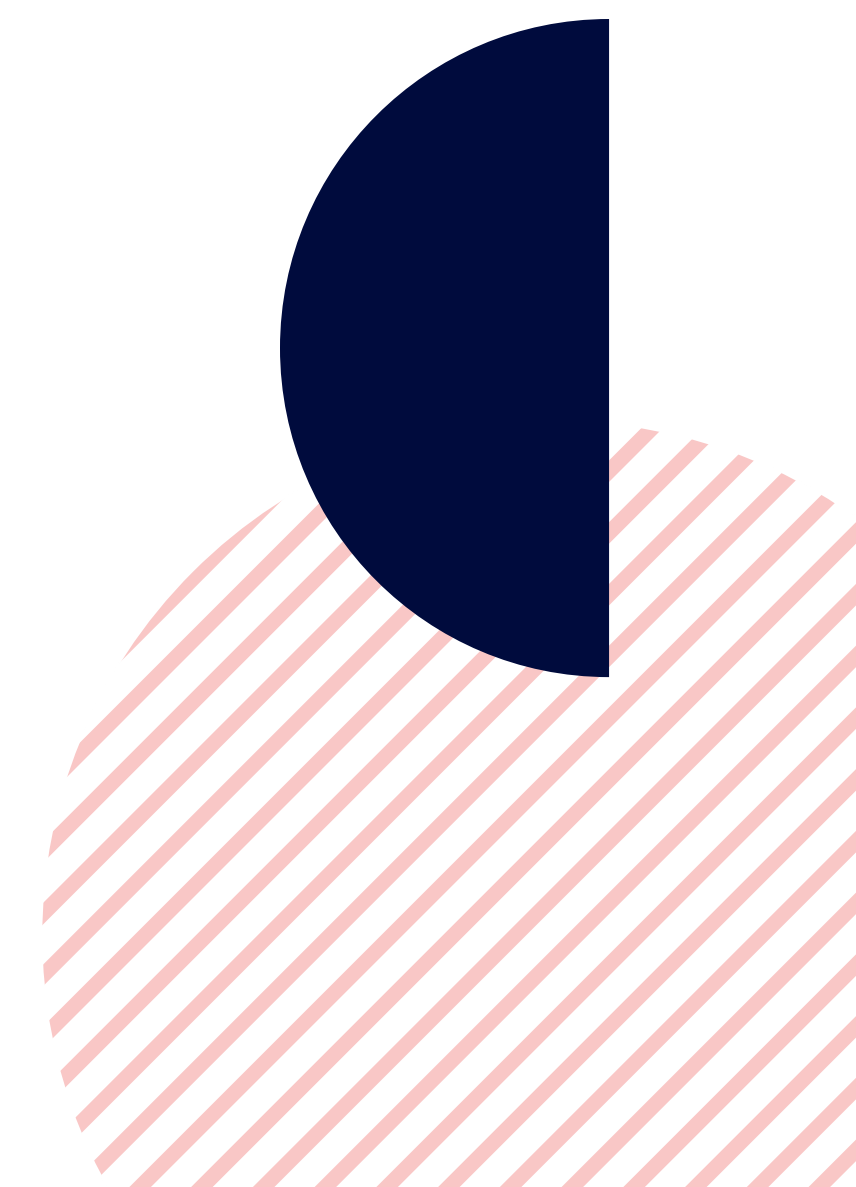
9.1.2. ESADE FOUNDATION ASSEMBLY OF MEMBERS

GRI 2-1, 2-9, 2-13, 2-17, 2-18

The Esade Foundation Assembly of Members (Assembly of Trustees) is formed by Individuals (former presidents and vice presidents of the Board of Trustees and former presidents of Esade Alumni) and Legal Entities (national and international companies and foundations). Its mission is to inform and advise the Board of Trustees (the governance body of the Foundation) on the needs and progress of economic reality and civil society. The Assembly meets in an annual forum, where the current situation, progress and most representative projects of Esade are shared, and where the members of the Assembly and representatives from member organizations (presidents, vice presidents, delegated board members or chief executives) can advise and hold a dialogue with the Board of Directors and Esade management.

Individuals
Maite Barrera Xaubet
Juan José Brugera Clavero
Germán Castejón Fernández
Pere-A. Fàbregas Vidal
Pedro Fontana García
Jorge Gallardo Ballart
Francisco Guarner Muñoz
Lluís Magriñà Veciana, SJ
Xavier Pérez Farguell
Llorenç Puig Puig, SJ
Manuel Raventós Negra
Joan Manuel Soler Pujol
Miguel Trias Sagnier
Oriol Tuñi Vancells, SJ
Joaquín Uriach Torelló

Legal Entities	
Agbar	Fundación Jesús Serra / Grupo Catalana Occidente
Allianz	Fundación Nous Cims
Amplifon	Fundación Puig
Aramark	Fundación PwC
Banco Sabadell	Fundación Ramón Areces
BASF	Fundación Repsol
BBK – Kutxabank	Global Alumni
CaixaBank	Grupo Indukern
Cambra de Comerç de Barcelona	Grupo Mémora
Caprabo	Grupo Zurich en España
Cellnex	IBM
Cementos Molins	ISS Facility Services
Coca-Cola Europacific Partners	Lucta
Colonial	Mercury Capital
Deloitte	Nestlé España
EY	NTT DATA
Fluidra	PENTEO
Fundación ACS	Santander Universidades
Fundación Bancaria "la Caixa"	SEAT
Fundación Banco Sabadell	SEIDOR
Fundación Caja de Ingenieros	Werfen Group
Fundación ISS Una Sonrisa Más	

1 Identidad, misión e impacto / Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

9.1.3. EXECUTIVE COMMITTEE

The Executive Committee is the body that assists the Director General with management and anything that requires coordination between the different areas of Esade.

Members of the Executive Committee	2021 — 2022
Director General	Koldo Echebarria
Faculty President	Daniel Arenas
Law School Dean	Eduardo Berché
Executive Education Director	Marc Correa
Legal Services Director	Antonio Delgado
Communications, Brand and Institutional Relations Director	María Díaz
Business School Dean	Josep Franch
Institutional Development & Engagement Director	Olaya García
Identity and Mission Director	Cristina Giménez
Economic-Financial Director	Valeria Guitart
Esade Madrid Director	Mario Lara
BS and LS Admissions and Marketing Director	Cristina Olabarria
Esade Alumni Director	Patricia Valentí
Innovation Director (invited member)	Iván Bofarull

1 Identidad, misió and impacto
2 Education
3 Research
4 Social debate
5 Esade Community and stakeholders
6 Social action
7 Our social commitment through caring for the environment
8 Financial information
9 Governance
10 Appendix

86

9.1.4. INTERNATIONAL ADVISORY BOARD (IAB)

GRI 2-9, 2-12

The Esade IAB serves an essential dynamic role in propelling our strategic dimension. IAB members help Esade in three complementary or inter-related areas:

IMPACT

Realizes the foundational purpose of Esade and accelerates the future global development of business management education.

INNOVATION

Helps to promote innovation in programs and research, from an international perspective.

RELEVANCE

Ensure that Esade responds to the global needs of companies and society, today and in the future.

9.1.5. ESADE PROFESSIONAL COUNCILS

Esade Business School Professional Council

A consulting body of Esade created in 2004, whose mission is to guide the institution on matters of business, economy and society that are considered to have been a subject of debate. Its role is linked to Esade's raison d'être, the basic elements of which are education and research, and generating opinion.

Esade Law School Professional Council

The Law School Professional Council was created in 1994. It contributes, through advisement from the professional world, to designing programs, supporting the arrangement of practicums for students and fostering research.

1 Identity, mission and impacto
2 Education
3 Research
4 Social debate
5 Esade Community and stakeholders
6 Social action
7 Our social commitment through caring for the environment
8 Financial information
9 Governance
10 Appendix

87

9.2.
Institutional policies: Code of Ethics and Conduct

GRI 2-15, 2-24, 2-26, 2-27, 3-3

At Esade, we have worked tirelessly to equip ourselves with the tools necessary for our own governance and to update them based on the new context in which we develop our activity. Here we present the most relevant of these, approved by the Esade Foundation Board of Trustees:

The revision of the **new Esade Code of Ethics and Conduct**, updating the 2015 version, currently in use.

The **Esade Foundation Risk Management Policy and Manual.**

The **Esade penal** *compliance* **model**, presented in the following corporate policies that develop it: **Esade Crime Risk Prevention Manual and Policy**. Within this area, the following have also been approved:

· The **Compliance Department**, designated to supervise and enforce the crime prevention model, as well as the crime composition proposal submitted by Esade's Director General.

· The **Ethics Committee**, designated as the body responsible for managing the ethics channel and communications processed through it. Likewise, the composition of its members has been approved, also proposed by Esade's Director General.

In addition to the Board of Trustees approving the *compliance* model, the Compliance Department has been driving and monitoring the issuance and/or revision of corporate policies to build a solid corporate ethics model (gifts policy, anti-corruption policy, commercial policies).

During the 2021-2022 school year, we have continued to issue new institutional policies in order to reinforce our governance and institutional compliance model.

The following are highlighted from the 2021-2022 school year:

· Approval of the Institution's hospitality, anti-corruption and transversal commercial policies.

· Consolidation in the *onboarding* process of a training session on compliance and institutional ethics, and adherence of the new employees to our Code of Ethics and Code of Conduct.

· Launch of communication campaigns about the Esade Ethics Channel, to bring awareness to the importance of using that channel appropriately, to search our regulations and/or alert any conduct contradicting our Code of Ethics and Code of Conduct.

· Presentation of an Annual Compliance Report to the members of the Esade Foundation Board of Trustees, with details about the activities undertaken by the Compliance Department, as well as a summary of the typology and issues addressed through the Ethics Channel.

1 Identidad, misión e impacto

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

88

9.3.
Transparency and accountability

GRI 2-14, 2-16

Throughout the school year, we have informed all of our stakeholders of the various activities we have carried out that are linked to the sustainability and social responsibility of Esade. Among them, we highlight the following:

The annual report compiles the different actions we have taken throughout the school year. It reflects our strategic approach and key actions that have allowed us to progress in our goal: to consolidate Esade as a leading university in academic innovation and internationally recognized for its impact on society, and for the professional and human quality of its students.

Institutional Annual Report
2020 – 2021

Identity and Social Responsibility Report (PRM)
2020 – 2021

This has been prepared with the **Global Reporting Initiative (GRI)** international reporting standard, to demonstrate the economic, social, environmental and good governance performance of Esade. Furthermore, with this document we endorse the institutional commitment of Esade to the 10 principles of the United Nations Global Compact and the Principles for Responsible Management Education (PRME), subscribed by the Institution in 2003 and 2008, respectively.

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

10 Appendix

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

Appendix I.
About this Report

GRI 2-12

SCOPE

This **Identity and Social Responsibility Report** presents the non-financial information for the Esade Foundation during the 2021-22 year (September 1, 2021, to August 31, 2022). The geographical scope of the data reported is Spain.

REFERENCE REPORTING FRAMEWORK

Through this document, Esade wants to render accounts about its economic, social, environmental and good governance performance, completing another fiscal year of transparency with its stakeholders. For its preparation, the following principles have been taken into account:

GRI Sustainable Reporting Standards

International Reference Reporting Framework (version updated 2021)

Option "*In reference to GRI*".

Esade has prepared the report in accordance with the GRI Standards for the period between September 1, 2021 and August 31, 2022.

United Nations Global Compact (UNGC)

Commitment to the 10 principles

United Nations Sustainable Development Goals (SDG)

Principles for Responsible Management Education (PRME)

Commitment to the 6 principles.

GRI Principles

Related to defining the content:

· Inclusion of stakeholders

· Sustainability context

· Materiality

· Exhaustivity

Related to defining the quality of the report

· Precision

· Balance

· Clarity

· Comparability

· Reliability

· Punctuality

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

Relation to stakeholders

GRI 2-29

Esade is conscious of the fact that integrating the different stakeholders in the entity's lines of action is one of the most important tools in conducting socially responsible and essential management to generate the positive impact that the entity wants to make on society.

The academic and educational nature of people in the activity carried out by Esade makes it so this is developed and integrated in current society and its environment and a dynamic and in-depth way, generating a significant impact. Conscious of that, the entity strives to build solid relationships of trust with the different stakeholders it interacts with during the course of its educational and research activities, as well as to create shared value through a fluid, participatory and responsible dialogue with them.

To do that, the priority stakeholders of the institution have been identified using criteria such as dependence, the responsibility it has to them, proximity and power of influence. In sum, during the **materiality review conducted in 2020-21**, the stakeholders considered are the following:

STAKEHOLDERS (MATERIALITY REVIEW 2020-21)

· Board of Trustees

· Alumni

· Suppliers

· Professors

· Executive Committee

· Companies

· Accrediting Agencies and Rankings

· Administrative and Services Personnel

· Partnerships

· Foundations and NGOs

· Students

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

Materiality Analysis

GRI 2-12, 2-29, 3-1

During the **2020-21 school year, Esade worked to update its materiality analysis**, not only with the goal of learning the expectations and material topics for the organization and its stakeholders, but also as part of a deeper work to update its sustainability strategy and its commitments in this area.

METHODOLOGY

To conduct the Esade materiality analysis, the methodology developed by the GRI Sustainability Reporting Standards was followed, the primary reference framework for conducting the exercise, with the goal of validating the relevant sustainability topics for Esade, following the principles of materiality and inclusion of stakeholders.

The methodology is aligned with these standards::

GRI	AccountAbility	ODS / PRME
GRI Sustainable Reporting Standards International Reference Reporting Framework	AA1000 AccountAbility Principles AA1000AP (2018)	AA1000 Stakeholder Engagement Standard AA1000SES (2015)

To complete the materiality process, **first the stakeholders were identified**. This exercise allowed us to prioritize **11 stakeholders** that offered their perspective and vision in the area of sustainability.

Then **the relevant topics for sustainability at Esade were identified**. This exercise was carried out through an analysis of international and sectoral standards, as well as using the internal information provided by the organization. This exercise resulted in the **initial identification of 27 topics**, which were approved by the project coordination team, made up of members from:

· Identity and Mission Team
· Center for Leadership and Sustainability
· Advisory Board
· Technical Operations Committee
· Curriculum Review Committee

Once the stakeholders and topics were identified, a **prioritization exercise** was carried out. To do this, all prioritized stakeholders were asked to participate using different methods of consultation:

· Interviews (9)
· Focus groups (13)
· Surveys (3)

Once the consulting period on the topics was complete and taking into account the results obtained, a **validation exercise** was carried out, the goal of which was to offer coherence between Esade's performance in sustainability and the results obtained. This process was carried out by:

· Project Coordination Team
· Professors on the Advisory Board, experts in materiality analysis
· Some members of the Technical Operations Committee.

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

MATERIAL TOPICS OF ESADE

GRI 3-2

The topics listed below are those that Esade identified and validated as material.

Economics and Governance

21. Sustainable Investments

Environmental

2. Management Office responsible for material resources

3. Management Office responsible for natural resources

21. Sustainable Movement

Service

16. Satisfaction and management of the relationship with students and participants

17. Innovation

23. Sustainability in the curriculum and in research

Labor Practices

7. Work Employment quality

10. Diversity and equal opportunities

11. Non-discrimination

Governance

20. Governance and Corporate Ethics

22. Organizational Culture

Society

25. Partnerships

26. Social debate

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

Each of the material terms identified are defined as follows:

Economics and Governance

Sustainable Investments

To consider environmental, social, and good governance criteria in the investments made by Esade.

Governance and Corporate Ethics

To guarantee the best practices of the Governance Bodies and management of the company by establishing mechanisms to prevent corruption and other fraudulent practices, and to lead the commitment to sustainability.

Organizational Culture

To promote a management model aligned with sustainability that guarantees its integration in the organizational strategy, and brings participation from the different actors concerned (sensitization in sustainability).

Environmental

Management Office responsible for material resources

To promote responsible consumption of material resources and products (IT equipment, fixtures, paper, etc.), favoring reduced consumption and the use of the most sustainable materials.

Management Office responsible for natural resources

To make efficient use of energy and water, investing in the use of renewable energies, and putting measures for saving and reuse into practice. Investing in coefficient infrastructures (e.g., remodeling of existing buildings and design of new buildings).

Sustainable Movement

To promote actions for sustainable movement among the Esade community.

1 Identity, mission and impact
2 Education
3 Research
4 Social debate
5 Esade Community and stakeholders
6 Social action
7 Our social commitment through caring for the environment
8 Financial information
9 Governance
10 Appendix

95

Service

Satisfaction and management of the relationship with students and participants

Management and monitoring of relationships with students and participants to ensure excellence and offer a quality educational service.

Innovation

To promote an innovative culture through educational services and internal procedures, and to transmit this culture to students and participants. To generate a multiplier effect on society through an innovative culture.

Sustainability in the curriculum and in research

To integrate sustainability mainstream throughout the academic curriculum and research, and to foster the long-term vision and systemic thought in future leaders.

Labor Practices

Work Employment quality

To create jobs and offer stable and quality positions, in addition to favoring dignified and equal labor conditions, facilitating balance and promoting a good work environment.

Diversity and equal opportunities

To foster an inclusive environment based on diversity, multiculturalism, and equal opportunities among people, crossing all levels of responsibility.

Non-discrimination

In selection and promotion processes, to guarantee effective access by candidates with equal opportunities and, in turn, promote the integration of minorities into the Esade community.

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

96

Society

Partnerships   To promote the generation of partnerships with different actors and sectors, with the goal of promoting sustainability in society.

Social debate   To be the driver of change for society and take advantage of leadership capacity in social and environmental affairs.

1 Identity, mission and impact
2 Education
3 Research
4 Social debate
5 Esade Community and stakeholders
6 Social action
7 Our social commitment through caring for the environment
8 Financial information
9 Governance
10 Appendix

Materiality Matrix

GRI 2-12, 2-29, 3-1

EVALUATION OF MATERIAL TOPICS

STAKEHOLDER INFLUENCE

IMPACT ON ESADE
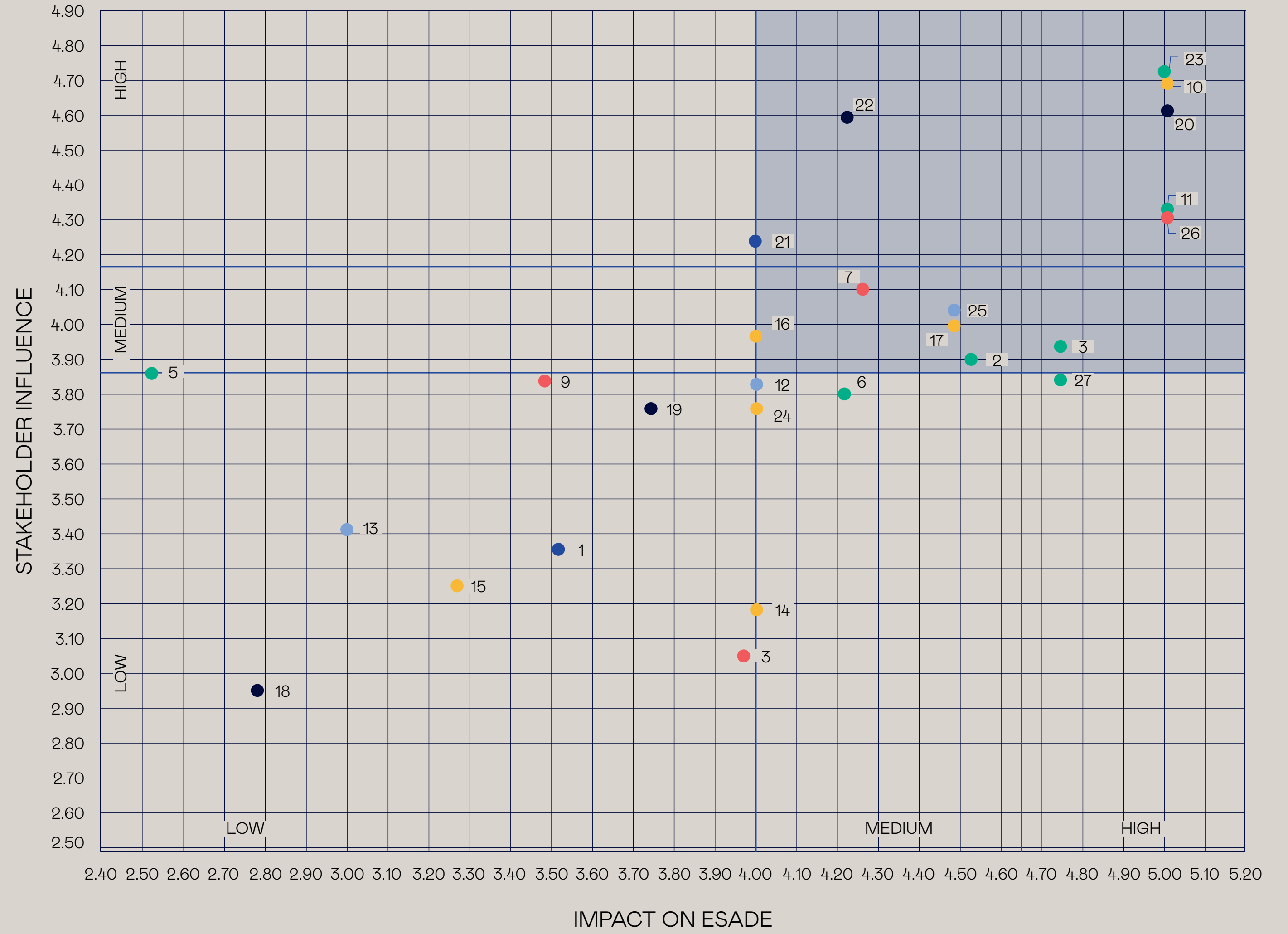
Appendix II.
GRI Index

GRI 2-12

Esade has prepared the report in accordance with the GRI Standards for the period between September 1, 2021 and August 31, 2022.

Through the Content Index — Essentials Service, the GRI services have reviewed that the GRI content index is presented clearly, in a manner consistent with the Standards, and that the references for the contents 2-1 to 2-5, 3-1 and 3-2 are aligned with the appropriate sections. This service has been carried out in the Spanish version of the report.

Standard	Content	Chapter / Direct Response	Correlation with the Global Compact	Correlation with the SDGs
GRI 1: FOUNDATION 2021				
GRI 2: GENERAL DISCLOSURES 2021				
1. The organization and its reporting practices				
2-1	Organizational details	Page 6		
2-2	Entities included in the presentation of sustainability reports	Esade Foundation		
2-3	Reporting period, frequency and contact point	September 1, 2021, to August 31, 2022 Annual frequency Identityandmission@esade.edu		
2-4	Restatements of information	Academic year		
2-5	External assurance	No external assurance made		
2. Activities and Employees				
2-6	Activities, value chain and other business relationships	Chain inherentto an academic institution		
2-7	Employees	Page 51	Principle 6	SDG 8
2-8	Non-employees workers	All workers in the organization are employees		
3. Governance				
2-9	Governance structure and composition	Pages 81-86	Principle 10	SDG 16
2-10	Appointment and selection of the highest governance body	Pages 83		
2-11	Chair of the highest governance body	Jaume Guardiola Presidente del Patronato		
2-12	Role of the highest government body in overseeing the management of impacts	Pages 23, 83, 85		

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

99

Standard	Content	Chapter / Direct Response	Correlation with the Global Compact	Correlation with the SDGs
2-13	Delegation of responsibility impact management	Pages 22, 83, 85		
2-14	Function of the highest organ of government in reporting sustainability	Page 23		
2-15	Conflicts of interest	Pages 85-87		
2-16	Communication of critical concerns	Pages 85-87		
2-17	Collective knowledge of the maximum governing body	Pages 23, 83, 85		
2-18	Performance evaluation of the maximum governing body	Pages 22, 83, 85		
2-19	Remuneration policies	Published the DPO Policy on the intranet		
2-20	Process to determine the remuneration	Remuneration is determined according to the position of the employee		
2-21	Annual Total Compensation Ratio	The organization does not have this information.		
4. Strategy, policies and practices				
2-22	Statement on sustainable development strategy	Pages 5-6		
2-23	Commitments and policies	Pages 10		
2-24	Incorporation of commitments and policies	Pages 87		
2-25	Processes to remediate impacts negatives	Ethical code, Code of Conduct amd Risk Management Policy and Manual		
2-26	Mechanisms to request advice and raise concerns	Page 87		
2-27	Compliance with legislation and regulations	Page 87		
2-28	Association membership	Page 51		
5. Stakeholder engagement				
2-29	Approach to stakeholder engagement	Page 92		SDG 16
2-30	Collective bargaining agreements	Page 51	Principle 3	SDG 8

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

100

Standard	Content	Chapter / Direct Response	Correlation with the Global Compact	Correlation with the SDGs
GRI 3: MATERIAL TOPICS 2021				
3-1	Process to determine material topics	Page 92		

3-2	List of material topics	Page 93	

GRI	GRI Subject / Esade Subject
Economics	
-	Sustainable Investments
Environmental	
301	Materials Management Office responsible for material resources
302, 303	Energy, Water Management Office responsible for material resources
-	Sustainable Movement
Service	
-	Satisfaction and management of the relationship with students and participants
-	Innovation
-	Sustainability in the curriculum and in research
Labor Practices	
401	Employement Employement Quality
405	Diversity and equal opportunities
406	Non-discrimination
Gobernance	
-	Governance and Corporate Ethics
-	Organizational Culture
Society	
-	Partnerships
-	Social debate

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

101

Standard	Content	Chapter / Direct Response	Correlation with the Global Compact	Correlation with the SDGs
ECONOMIC STANDARDS				
Sustainable Investments (No GRI)				
3-3	Management of material topics	Page 41		
Sustainable Investments	Collective knowledge of the highest governance body	Page 41		
Governance and Corporate Ethics (No GRI)				
3-3	Management of material topics	Pages 20, 85		
Governance and Corporate Ethics		Pages 20, 85		
Organizational Culture (No GRI)				
3-3	Management of material topics	Pages 20, 21		
Organizational Culture		Pages 20, 21		
ENVIRONMENTAL STANDARDS				
Responsible management for material resources (GRI 301: Materials 2016)				
3-3	Management of material topics	Page 75		
301-1	Materials used by weight or volume	Page 75	Principle 7 Principle 8 Principle 9	
Responsible Management for natural resources (GRI 302: Energy 2016; GRI 303: Water 2018)				
3-3	Management of material topics	Pages 69-70		
302-1	Energy consumption within the organization	Pages 69-70	Principle 7 Principle 8 Principle 9	SDG 7 SDG 8 SDG 9 SDG 12 SDG 13

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

102

Standard	Content	Chapter / Direct Response	Correlation with the Global Compact	Correlation with the SDGs
302-4	Reduction of energy consumption	Pages 69-70		
3-3	Management of material topics	Pages 69-70		
303-1	Interaction with water as a shared resource	Page 71		
303-2	Management of impacts related to water spills	Page 71		
303-5	Water consumption	Page 71	Principle 7 Principle 8 Principle 9	SDG 6 SDG 12
Sustainable mobility (No GRI)				
3-3	Management of material topics	Page 6		
401-1	New employee hires and staff turnover	Page 6	Principle 6	SDG 5 SDG 8
SOCIAL STANDARDS				
Employment quality (GRI 401: Employment 2016)				
3-3	Management of material topics	Page 6		
401-1	New employee hires and staff turnover	Page 6	Principle 6	SDG 5 SDG 8
Diversity and Equal Opportunities (GRI 405: Diversity and Equal Opportunities)				
3-3	Management of material topics	Pág. 85		
405-1	Diversity of governance bodies and employees	Pág. 85	Principle 6	SDG 5 SDG 8
Non-Discrimination (GRI 406: Non-Discrimination)				
3-3	Management of material topics			
406-1	Incidents of discrimination and corrective actions taken	During the 2021-2022 school year, a report was sent through the Esade ethics channel with a communication about a possible case of discrimination, which was admitted for processing and appropriately investigated by the Esade Ethics Committee. This resulted in a series of recommendations in the affected areas.		

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

103

Standard	Content	Chapter / Direct Response	Correlation with the Global Compact	Correlation with the SDGs
Partnerships (No GRI)				
3-3	Management of material topics	Page 21, 60, 61		
Partnerships		Page 21, 60, 61		
Social Debate (No GRI)				
3-3	Management of material topics	Page 47-49		
Social Debate		Page 47-49		
Innovación (No GRI)				
3-3	Management of material topics	Page 24-27		
Innovation		Page 24-27		
Satisfacción y gestión de la relación con el alumnado y los participantes (No GRI)				
3-3	Management of material topics	Page 26		
Satisfaction and relationship management with students and participants		Page 26		
Sustainability in the curriculum and in research (No GRI)				
3-3	Management of material topics	Page 32, 33, 35, 36		
Sustainability in the curriculum and in research		Page 2, 33, 35, 36		

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

Other GRI indicators of interest (non-material)

Standard	Content	Chapter / Direct Response	Correlation with the Global Compact	Correlation with the SDGs
ECONOMIC STANDARDS				
GRI 201: Economic Performance 2016				
201-1	Direct economic value generated and distributed	Pages 78-79		SDG 2 SDG 5 SDG 7 SDG 8 SDG 9
GRI 203: Indirect Economic Impacts 2016				
203-2	Significant indirect economic impacts	Pages 78-79		
GRI 204: Procurement Practices 2016				
204-1	Proportion of spending on local suppliers	Page 80		
GRI 205: Anti-Corruption 2016				
205-2	Communication and training about anti-corruption policies and procedures	The anti-corruption policy was presented to all members of the Foundation's Executive Committee before being formally approved. Likewise, it is expected that a specific anti-corruption clause will be included in the Foundation's commercial contracts so that our suppliers and service providers will adhere to it starting in the 2022-2023 school year. Finally, also to indicate that the mandatory training related to our compliance and corporate ethics model includes a section dedicated to preventing corruption within the Foundation. This training was launched in July 2021 for all Esade employees and by the end of the 2021-2022 academic year it had been completed by 280 employees		SDG 16
GRI 207: Tax 2016				
207-4	Country-by-country reporting	Pages 61		

1 Identity, mission and impact 2 Education 3 Research 4 Social debate 5 Esade Community and stakeholders 6 Social action 7 Our social commitment through caring for the environment 8 Financial information 9 Governance 10 Appendix

105

Standard	Content	Chapter / Direct Response	Correlation with the Global Compact	Correlation with the SDGs
ENVIRONMENTAL STANDARDS				
GRI 205: Emissions 2016				
305-1	Direct (Scope 1) GHG emissions	Pages 73-74	Principle 7 Principle 8 Principle 9	SDG 3 SDG 12 SDG 13 SDG 14 SDG 15
305-2	Energy indirect (Scope 2) GHG emissions	Pages 73-74	Principle 7 Principle 8 Principle 9	SDG 3 SDG 12 SDG 13 SDG 14 SDG 15
305-3	Other indirect (Scope 3) GHG emissions	Pages 73-74	Principle 7 Principle 8 Principle 9	SDG 3 SDG 12 SDG13 SDG 14 SDG 15
305-5	Reduction of GHG emissions	Pages 73-74		
GRI 2036: Waste 2020				
306-1	Waste generation and significant waste-related impacts	Page 75		
306-2	Management of significant waste-related impacts	Page 75		
306-3	Waste generated	(see table below)	Principle 7 Principle 8 Principle 9	SDG 3 SDG 6 SDG 12

Table in "306-3 Waste generated" cell:

Waste type (kg)	2020-21	2021-22	% variation
Acids	0	99.5	100%
Acids not specified in another category	0	33.0	100%
Adhesives and liquid sealants containing hazardous substances	0	4.5	100%

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

106

Standard	Content	Chapter / Direct Response				Correlation with the Global Compact	Correlation with the SDGs
306-3	Waste generated	**Waste type (kg)**	**2020-21**	**2021-22**	**% variation**	Principle 7 Principle 8 Principle 9	SDG 3 SDG 6 SDG 12
		Low consumption light bulbs	10.2	28.0	116%		
		Cardboard and paper	27,630.4	22,255.8	-19.45%		
		Empty toner cartridges	7.8	20	156%		
		CDs and DVDs	6	38	533.33%		
		Fluorescent bulbs	227.5	34.7	-84.75%		
		Wood	0	450.0	100%		
		Metal	13	257.5	1,881%		
		Vegetable oil	80	2	-97.5%		
		Electric and electronic devices (not special)	17	359	2,012%		
		WEEE	0	3,521.9	100%		
		Inert waste, not special and from construction	1,360	18,530	1,263%		
		Plastic waste	2,948.2	7,437.9	152%		
		Glass	1,294.5	625.7	-51.66%		
		Mixed municipal waste	28,578.2	38,640	35.21%		
		Biodegradable waste	9,301	15,695.8	68.75%		
		Alkaline batteries	49	168	242.86%		
		Paint and varnish	0	221	100%		
		Total general	**71,522.8**	**108,422**	**51.59%**		

GRI 308: Supplier Environmental Assessment 2016

Standard	Content	Chapter / Direct Response	Correlation with the Global Compact	Correlation with the SDGs
308-1	New suppliers that were screened using environmental criteria	Without counting payment of rent, 46% of general service purchases have implemented a continuous assessment model, integrating sustainability criteria.		

Standard	Content	Chapter / Direct Response	Correlation with the Global Compact	Correlation with the SDGs
SOCIAL STANDARDS				
GRI 403: Occupational Health and Safety 2018				
403-1	Occupational health and safety management system	Page 51	Principle 6	SDG 3 SDG 8
403-6	Promotion of worker health	Page 51		
GRI 404: Training and Education 2016				
404-2	Programs for upgrading employee skills and transition assistance programs	Pages 52, 53	Principle 6	SDG 8
GRI 413: Local Communities 2016				
413-1	Operations with local community engagement impact assessments, and development programs	Pages 63, 64		
GRI 414: Supplier Social Assessment 2016				
414-1	New suppliers that were screened using social criteria	At the end of 2022, 87% of our suppliers have signed the UNGC and our Code of Ethics. At the start of the 2021-22 school year, this figure was 80%, while in 2020-21 it was 46%.		
GRI 417: Marketing y etiquetado 2016				
417-1	Requirements for product and service information and labeling	For publication of materials, especially online program materials, a protocol and publication form is established with agreement from the different people responsible for the program in question: program direction, quality, admissions, professional degrees and marketing. Each area agrees to the content, figures, indicators, etc., prior to publication. The ICT service validates web performance indicators. The web content is published or updated with the OK from all areas on the form. Once the web is updated, the rest of the commercial materials are updated.		
417-3	Incidents of non-compliance concerning marketing communications	We are not aware of any non-compliance with regulations or voluntary codes. The foundation has not identified any non-compliance regarding marketing regulations during the 2021-2022 school year.		
GRI 418: Customer Privacy 2016				
418-1	Total number of substantiated complaints regarding breaches of customer privacy and losses of customer data.	During the 2021-22 school year, according to the Foundation's log of security breaches, two incidents have been reported: · Phishing: input of credentials by someone from the organization who still had not activated two-factor authentication, with the consequent risk of having used Esade emails or information related to confidential data (this did not occur). · Identity theft with the purpose of requesting banking information. This was detected and there were no consequences, but a complaint was received from the employee. No leaks, theft or losses of customer data have been detected.		

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

108

Appendix III.
Index of the content of the 6 PRME Principles

Principles	Related points in the Report	Chapter
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.	1. Identity, mission and impact
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.	2. Training 5. Esade community and stakeholders 6. Social action 7. Our social commitment through caring for the environment 8. Financial Information 9. Governance
3. Method	We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.	2. Training
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.	3. Research
5. Society	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.	5. Esade community and stakeholders
6. Dialogue	We will facilitate and support dialogue 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.	4. Social Debate

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

109

Appendix IV.
Principles of the Global Compact

Principle		Related points in the Report	Page
1	Businesses must support and respect the protection of internationally recognised fundamental human rights within their sphere of influence	• Mission and vision • Declaration of values • Declaration of purpose • Social Action and cooperation • Educational model • Service-learning • Sponsorship programme and Talent Campaigns	10 11 13 63 26 28 37
2	Companies must ensure that they are not facilitators of the violation of human rights	• Transparency and accountability • Sustainability Plan • Sustainable initiatives • Social impact research • Social debate	88 19-23 68 40 46-49
3	Businesses must support freedom of association and the effective recognition of the collective bargaining right	• Community Building • Collective bargaining agreement and works council • Internal communication	15 51 52
4	Businesses should support the elimination of all forms of forced or coerced labour	• Reconciliation and consultancy • Social benefits • Guidance plan	51 51 51
5	Businesses should support the elimination of child labour	Given the type of activity performed by the institution, child labour does not constitute a risk. By signing up to the 10 principles of the Global Compact, Esade shows clear commitment to eradicating child labour.	

1 Identity, mission and impact
2 Education
3 Research
4 Social debate
5 Esade Community and stakeholders
6 Social action
7 Our social commitment through caring for the environment
8 Financial information
9 Governance
10 Appendix

	Principle	Related points in the Report	Page
6	Businesses should support the abolition discriminatory practices in employment and occupation	• Sustainability Plan • Mission, vision and values	19-23 10-11
7	Companies must maintain a preventive approach that favours the environment	• Actions to reduce energy consumption • Initiatives to reduce environmental impact • Digital training for faculty members	69-72 68 53-54
8	Businesses should encourage initiatives that promote greater environmental responsibility.	• Sustainability Plan • Measurement of changes in energy consumption	19-23 69-72
9	Businesses should promote the development and diffusion of environmentally friendly technologies.	• Development of technology platforms to promote remote working • Digital transformation • Digital transformation of social debate	53-54 53-54 53-54
10	Businesses should work against corruption in all its forms, including extortion and bribery	• Esade Code of Ethics • Esade Code of Conduct • Policy and Manual for Risk Management	87 87 87

Anexo V.
Selection of publications on ethics, CSR and sustainability

Publications on ethics, social responsibility and sustainability (2021-22)

Articles in journals with impact factor (IF)

Aguilera Vaqués, R., Waldman, D. A. & Siegel, D. S. (2022). Responsibility and organization science: Integrating micro and macro perspectives. Organization Science, 33 (1), pp. 483-494. DOI: http://doi.org/10.1287/orsc.2021.1518

Bertini, M. & Koenigsberg, O. (2021). The pitfalls of pricing algorithms: Be mindful of how they can hurt your brand. Harvard Business Review, 99 (5), pp. 74-83.

Bertini, M., Pineda, J., Petzke, A. & Izaret, J. (2021). Can we afford sustainable business? Taking a creative approach to price can benefit society, the environment-and your company. MIT Sloan Management Review, 63 (1), pp. 25-33.

Bertini, M., Buehler, S., Halbheer, D. & Lehmann, D. (2022). Carbon footprinting and pricing under climate concerns. Journal of Marketing, 86 (2), pp. 186-201. DOI: http://doi.org/10.1177/0022242920932930

Casasnovas, G. & Ferraro, F. (2022). Speciation in nascent markets: Collective learning through cultural and material scaffolding. Organization Studies, 43 (6), pp. 829-860. DOI: http://doi.org/10.1177/01708406211031733

Casasnovas, G. & Jones, J. (2022). Who has a seat at the table in impact investing? Addressing inequality by giving voice. Journal of Business Ethics, 4 (179), pp. 951-969.

Chondrakis, Georgios, Melero, E. & Sako, M. (2022). The effect of coordination requirements on sourcing decisions: Evidence from patent prosecution services. Strategic Management Journal, 43 (6), pp. 1141-1169. DOI: http://doi.org/10.1002/smj.3359

Collet, F., Carnabuci, G., Ertug, G. & Zou, T. (2022). Ideological boundaries of status advantages: Legislative effectiveness in the house of representatives in the United States congress. Organization Studies, 43 (1), pp. 35-57. DOI: http://doi.org/10.1177/0170840620907201

Dávila, A. & **Guasch, M**. (2022). Managers' body expansiveness, investor perceptions, and firm forecast errors and valuation. Journal of Accounting Research, 60 (2), pp. 517-563. DOI: http://doi.org/10.1111/1475-679X.12426

D'Souza, R. & **Martí Lanuza**, I. (2022). Organizations as spaces for caring: A case of an anti-trafficking organization. Journal of Business Ethics, 177 (4), pp. 829-842. DOI: http://doi.org/10.1007/s10551-022-05102-4

Gualandris, J., **Longoni, A.**, Luzzini, D. & Pagell, M. (2021). The association between supply chain structure and transparency: A large-scale empirical study. Journal of Operations Management, 67 (1), pp. 803-827. DOI: http://doi.org/10.1002/joom.1150

Hagerty, S. F., **Barasz, K**. & Norton, M.I. (2021). Economic inequality shapes judgments of consumption. Journal of Consumer Psychology, 32 (1), pp. 162-164. DOI: http://doi.org/10.1002/jcpy.1275

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

Murillo, D. (2022, June). Richard Lachmann. First-class passengers on a sinking ship: Elite politics and the decline of great powers Organization Studies, 43 (6), pp. ---. DOI: http://doi.org/10.1177/01708406221077774

Shi, W., Wajda, D. & **Aguilera Vaqués, R**. (2022). Interorganizational spillover: A review and a proposal for future research. Journal of Management, 48 (1), pp. 185-210. DOI: http://doi.org/10.1177/01492063211040554

Visnjic, I., Birkinshaw, J. & Linz, C. (2022). When gradual change beats radical transformation. MIT Sloan Management Review, 63 (3), pp. 74-78.

Wiengarten, F., Pagell, M., Durach, C. & Humphreys, P. (2021). Exploring the performance implications of precarious work. Journal of Operations Management, 67 (8), pp. 926-963. DOI: http://doi.org/10.1002/joom.1155

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Austin, J. E., Berger, G., Gonzalez, R. A., Gutiérrez Poveda, R., Lobo, I. D. & **Vernis Domènech**, A. (2021). Generating social entrepreneurship knowledge: International research collaboration on a hemispheric level social entrepreneruship. In D. Wasieleski & J. Weber (Eds.), Social Entrepreneruship, pp. 22-57. Emerald.

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Biselli, A., Brito, L. & **Vila Fernández-Santacruz, M.** (2022). Qualidade da gestao como fator de competitividade das empresas e fortalecimento do Destino Brasil. In Associação Brasileira de Resorts & Centro de Estudos de Marketing Digital da Fundação Getulio Vargas (FGV CEMD) (Coords.), A gestão da jornada do viajante: novo contexto, transformações nos negócios & soluções digitais, pp. 58-71. Associaçao Brasileira de Resorts; Centro de Estudos de Marketing Digital da Fundação Getulio Vargas (FGV CEMD).

Boonstra, J. J. (2021). Let's play. About self-organizing, change and learning in organizations. In E. Sengers, Ability to act: Ode to the seeker, pp. 120-143. Boekengilde.

Carpi Martín, R. (2021). Pluralidad de personas y modalidades de concurrencia. In M. d. C. Gete-Alonso Calera & J. Solé Resina (Eds.), Derecho de obligaciones y contratos de Cataluña, pp. 231-245. Atelier.

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Carpi Martín, R. (2021). Invalidez e ineficacia: Nulidad y anulabilidad. In M. d. C. Gete-Alonso Calera & J. Solé Resina (Eds.), Derecho de obligaciones y contratos de Cataluña, pp. 423-439. Atelier.

Carpi Martín, R. (2021). Eficacia del contrato. Eficacia frente a terceras personas. Los contratos fiduciarios. Los contratos indirectos. In M. d. C. Gete-Alonso Calera & J. Solé Resina (Eds.), Derecho de obligaciones y contratos de Cataluña, pp. 391-406. Atelier.

1 Identity, mission and impact
2 Education
3 Research
4 Social debate
5 Esade Community and stakeholders
6 Social action
7 Our social commitment through caring for the environment
8 Financial information
9 Governance
10 Appendix

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Carpi Martín, R. (2021). Otros contratos de financiación. In J. Solé Resina & M. d. C. Gete-Alonso Calera (Eds.), Derecho de obligaciones y contratos de Cataluña, pp. 643-655. Atelier.

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Ginès i Fabrellas, A. (2022). Disposición addicional 23. Presunción de laboralidad en el ámbito de las plataformas digitales de reparto. In S. del Rey Guanter, Estatuto de los Trabajadores. Comentado y con jurisprudencia, pp. 2027-2038. La Ley (Wolters Kluwer).

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Ginès i Fabrellas, A. (2022). La gestión algorítmica del trabajo: nuevos retos jurídicos, tecnológicos y éticos. In M. E. Casas Baamonde (Ed.), Digitalización, recuperación y reformas laborales, pp. 295-320. Ministerio de Trabajo y Economía Social.

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Mària Serrano, J. (2022). Diario de un peregrino moderno. Editorial PPC.

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1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

Research projects on social responsibility and sustainability

ATTRACT Phase1b / IP: Jonathan Wareham — IIK

Ayudas para contratos predoctorales para la formación de doctores 2021 - Fatima Talhaoui / IP: Bilgehan Uzunca — GRIE

Desafíos estratégicos; económicos y monetarios; tecnológicos, industriales y energéticos; y sociales en España y la Unión Europea ante la presidencia de España durante el segundo semestre de 2023 del Consejo de la UE / IP: Angel Saz — GLIGP

Desafíos sociales y jurídicos del nuevo paradigma de la discapacidad intelectual: ¿un compromiso con los derechos humanos, la inclusión y la igualdad? / IP: Teresa Dupla — Conflict Management

FIG - Firm Innovation and Growth / IP: Carolina Villegas — GREF

FINOBANSTART - Financiación no bancaria para start-ups: riesgos y remedios jurídico-privados / IP: Joaquim Castañer & Rebeca Carpi — Derecho Patrimonial

Good4Business - Good for Business: Bringing Sustainable Business Models to Large Corporates / IP: Ivanka Visnjic — IIK

IDFM - Information Disclosure in Financial Markets / IP: Ariadna Dumitrescu — GREF

INNORES - The resource acquisition strategies of innovative and entrepreneurial ventures / IP: George Chondrakis — GRIE

IOIAP - Sostenibilidad corporativa y contabilidad: Integrando perspectivas internas y externas / IP: Josep Bisbe & Petya Platikanova — GREF

LegitGov - Determinants of the legitimacy of global governance orgaizations across countries: a semantic Big Data study / IP: Angel Saz — GLIGP

PACSMAC: The paradoxes of climate-smart coffee / IP: Janina Grabs — GRRSE

Policonstraints - Why research is not translating into evidence-based policy making? / IP: Pedro Rey Biel — GLIGP

Remiss: Hacia una metodología para reducir la difusión de información sobre grupos vulnerables y estigmatizados / IP: Jordi Nin — JUICE

RIS Business Creation programmes impact study / IP: Martí Guasch — GREF

Startup: Hub B30 Més enllà de la circularitat-"Startup Residu 0" / IP: Josep Alias — GRIE

Teach-BEASTs / IP: Lotta Hassi — GRIE

TM-Spain - La gestión del talento en las grandes empresas españolas: integrando variables sectoriales y organizativas / IP: Jordi Trullén — BUNED

Toma de decisiones en Estados complejos / IP: Elia Marzal — Derecho Patrimonial

Transformando los Modelos de Negocio Corporativos hacia la Sostenibilidad / IP: François Collet & Daniel Arenas — GRIE & GRRSE

1 Identity, mission and impact

2 Education

3 Research

4 Social debate

5 Esade Community and stakeholders

6 Social action

7 Our social commitment through caring for the environment

8 Financial information

9 Governance

10 Appendix

Awards

De Lima, L. & **Parada, M.**
Nominated to Best Paper Award Academy of Management Annual Meeting 2022
The Family Business Paradox: How Family Business Groups create wealth and inequality

Durán Pinochet, I. J.
BEER Best Paper Award 2021 (shortlist) by Wiley Online Library
Runner-up: Aqueveque, C., Rodrigo, P., & Duran, I. J. (2018). Be bad but (still) look good: Can controversial industries enhance corporate reputation through CSR initiatives? Business Ethics: A European Review, 27(3), 222–237

Grabs, J.
2021 International Geneva Award by SNIS
Winner 2021: *Janina Grabs, Federico Cammelli, Samuel A. Levy, Rachael D. Garrett (2021) Designing effective and equitable zero-deforestation supply chain policies*

Grabs, J.
2022 Lynton Keith Caldwell Prize, STEP Section, American Political Science Association
Book Selling Sustainability Short? The private governance of labour and the environment in the coffee sector.

Hehenberger, L.
S2B Impact Champion Award 2021

Hehenberger, L., Vernis Domènech, A. & Jenkins, S.
2021 EFMD Case Writing Award Winner
INCLUSIVE BUSINESS MODELS category. *Batec Mobility: Creating, Scaling, and Selling an Inclusive Business*

Martin Arvidsson, **François Collet** & Peter Hedström
Merton Award of the Institute of Analytical Sociology for best paper in analytical sociology. The Trojan-horse mechanism: How networks reduce gender segregation. Science Advances 2021, Vol. 7, Issue 16, pp. 1-7

Pardo-Bosch, F. & **Ysa, T.**
Most Downloaded Paper Award 2021 Journal of Environmental Management. *Key aspects of building retrofitting: Strategizing sustainable cities.*

Rey-Biel, P.
Premio ClosinGap

Sjödin, D., Parida, V., Jovanovic, M. & **Visnjic, I.**
Winners of the 2020 Thomas P. Hustad Best Paper Award in JPIM: *Value creation and value capture alignment in business model innovation: A process view on outcome-based business models*

Visnjic, I., Wiengarten, F. & Neely, A.
Winners of the 2020 JPIM Abbie Griffin High Impact Award
Only the Brave: Product Innovation, Service Business Model Innovation, and Their Impact on Performance

Law School (recognition)

Award "Asociación Española de Derecho del Trabajo y de la Seguridad Social" a la mejor Tesis Doctoral y Premio Extraordinario de Doctorado (2021-2022)

Granted to the student Oriol Cremades Chueca for his thesis, "Identificación y fundamentos jurídicos de la responsabilidad laboral en el grupo de empresas en España."

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