

2025 Sharing Information on Progress (SIP) Report

ESADE

July 2025

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About ESADE

Contributors

- Janette Martell

About the Principles for Responsible Management Education (PRME)

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 that aims to raise the profile of sustainability in their classrooms through Seven Principles focused on serving society and safeguarding our planet. PRME engages business and management schools to ensure they provide future leaders with the skills needed to balance economic and sustainability goals, while drawing attention to the Sustainable Development Goals (SDGs) and aligning academic institutions with the work of the UN Global Compact. Driven by its mission to transform management education, PRME equips today's business students with the understanding and ability to deliver change tomorrow. As a voluntary initiative with over 800 signatories worldwide, PRME has become the largest organized relationship between the United Nations and management-related higher education institutions.



“ *The PRME initiative was launched to nurture responsible leaders of the future. Never has this task been more important. Bold leadership and innovative thinking are needed to achieve the Sustainable Development Goals (SDGs).* ”

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

The Sustainable Development Goals (SDGs)

In September 2015, all 193 Member States of the United Nations adopted a plan for achieving a better future for all – laying out a path over the next 15 years to end extreme poverty, fight inequality and injustice, and protect our planet. At the heart of "Agenda 2030" are 17 Sustainable Development Goals (SDGs) and 169 related targets that address the most important economic, social, environmental and governance challenges of our time. The SDGs clearly define the world we want – applying to all nations and leaving no one behind. Successful implementation of the SDGs will require all players to champion this agenda; the role of higher education is critical to this.





Getting Started

This section provides foundational information about your organization, including key details and basic institutional data. These elements serve as a starting point for your SIP report, can be copied annually, and typically require minimal updates from year to year.

1. Institutional History

1.1 Esade's History

Provide supporting context

Transforming society through people for more than 60 years

Esade is a private, non-profit, Spanish higher education institution. Esade was founded by a group of Catalan businessmen and entrepreneurs, who launched the initiative in 1958 in collaboration with The Society of Jesus [the Jesuits]. These two original stakeholders remain active and present in the institution's current governance structure, and members of the Board of Trustees represent both the Society of Jesus and the business community in equal proportions. Furthermore, the influence of both stakeholders has always been very important for the institution: Jesuits have emphasized the institution's specific commitment to business education based on humanistic values and academic rigor; the business community has brought the close connections to the corporate world and a strong entrepreneurial spirit.

Consequently, our mission has always been to guide and train new generations of committed leaders to have a positive impact and create a better future and a fairer, more diverse and egalitarian society. We aim to train leaders with a global vision, dedicated to creating a more sustainable and developed world and with a clear idea that new technologies need to be based on values and serve as a means to improve people's lives. All this because we believe that significant change is only possible when innovation and social commitment go hand in hand.

Today, we want to recapture that initial spirit, promoting a significant change through professional development and the holistic education of tomorrow's leaders. In particular, this implies underscoring companies' human dimension because firms consist primarily of human potential. Their leaders are the ones who will be capable of provoking the transformation that global reality demands today, including the key challenge of sustainability.

Esade was a founding member of the European Foundation for Management Development (EFMD) in 1971 and the fourth school joining PIM (Programme in International Management) in 1975, to meet the growing demand for academic exchanges. Later on, as internationalisation became more complex and offered new opportunities, Esade focused on building closer relations with a select number of partners to explore the scope for collaboration. In 1988, Esade became one of the four founding members of CEMS (originally an acronym for the Community of European Management Schools, today The Global Alliance in Management Education), an alliance that has forged strong ties among various top business schools, each one representing a different country.

Esade was the first business school in Spain and one of the first six in Europe to obtain the EQUIS accreditation in 1998 and it was also the first Business School in Spain to obtain the AACSB accreditation.

Esade is fast becoming a global Business School. In this sense, between 2009 and 2024, it has gone from having 15% to 71% international students (110 nationalities) and the international chapters of the Esade Alumni network have risen from 32 to 74.

Esade has been a signatory to the United Nations Global Compact (UNGC) since 2003. From 2008 to date, it has maintained an uninterrupted activity, especially in the Spanish Network. Later, Esade signed up to the Principles for Responsible Management Education (PRME) in 2007, prompting it to align its methodology, curriculum, and academic model with the principles and values of responsible management set out in this United Nations global initiative. Esade was also chosen among the best business schools and academic management institutions in the world to participate in the PRME Champions group (2013-2015).

In 2022, Esade assessed its impact on society using the Business School Impact System (BSIS) and taking the 2020-21 academic year as a reference. BSIS is a tool offered by the *European Foundation for Management Development* (EFMD) for evaluating the impact of business schools, and since its launch in 2012 it has been used to successfully evaluate more than 93 business schools worldwide. This evaluation process was implemented in Esade through a highly participatory process in which more than 80 people from all units and levels of responsibility were involved.

Esade is committed to advancing knowledge through rigorous research in management. Our research units include more than a hundred professors with a wide variety of expertise. Research on ethical, corporate responsibility, and sustainability issues is conducted across the institution. In the 2023-2024 academic year 76 publications addressed these topics, or 45% of the institution's total publications.

Training responsible and collaborative leaders

In addition to integrating sustainability and responsible leadership across all its programs, Esade offers 15 programs focused on sustainable development and social impact. The Bachelor in Transformational Leadership and Social Impact (BITLASI) launched in the 2020-2021 academic year and the Master in Sustainability Management in 2022-2023. The remaining 13 correspond to the training on sustainability and social impact that Esade offers to executives, directors, managers and board members through Executive Education.

Mainstreaming subjects on Responsible Management Education across our curricular offer

In the core courses, subjects on ethics, CSR, and sustainability have been very present in Esade since its foundation. These subjects are embedded across all Business School programs. In addition to dedicated core courses on these topics, the school has made a concerted effort to integrate them transversally throughout the curriculum. Data from the 2023–2024 academic year shows significant progress on the mainstreaming of ethics, CSR and sustainability across all compulsory subjects, which, in the Business School, account for between 44% of the Bachelor's in Business Administration (BBA) and 100% of the Full-Time MBA.

Identity and Mission Unit (Identity, Mission and Sustainability)

Esade is distinguished because of the depth of our commitment to creating knowledge and training professionals who are highly competent (with a high level of professionalism) as well as responsible and committed to society. As of January 2019, Esade creates the new Identity and Mission Unit (I&M) to promote transversal actions for the rest of the institution's units to ensure that our students' educational experience and the employees' professional experience are better aligned with our mission; and to ensure the development of the institution's different areas of activity in social responsibility and sustainability. Through these transversal actions, Esade motivates the members of our community to reflect, engage in dialogue, and act in ways that transform our declared mission into a truly lived and shared mission.

We expose our students to educational experiences that not only cultivate the knowledge and skills they will need to become highly competent professionals but also help them become conscious, compassionate and committed. Conscious of the main economic, social and human challenges faced by our society and of the contradictory values that appear over the course of one's professional lifetime. Compassionate, that is, empathetic and capable of responding to suffering and injustice. And committed to the economic, human and social development of companies and society.

The I&M action plan is a result of the Institutional Strategic Plan (PEI) deployment. All the initiatives move around three pillars: Identity, Mission and Impact.

1. Identity: Building a Community through dialogues among staff, faculty and students.

The main objective this pillar is to promote spaces where everyone can have the opportunity to know our identity and mission, talk about and reflect on them. Through these conversations, we socialize where we come from, where we are going and how we should go if we want to be true to our identity. Esade's community building website.

2. Mission: Living the mission in teaching, research and social debate.

This pillar has to do with how we deploy the mission. The main objective is to promote initiatives that contribute to the deployment of the mission in teaching, research and social debate. These initiatives include:

- *Teaching*: Fostering projects to support the Esade's pedagogical model, especially methodologies that reinforce the consciousness, compassion and commitment competences in our students. For example, we have been working on the institutionalization of Service-Learning in the BBA undergraduate program, which combines learning with social action, as well as conscious leadership subjects and retreats, designed to help students integrate their values in both their professional and personal development efforts. Developing a sustainability mindset among students as well as their field-specific knowledge requires personal commitment and an in-depth connection with purpose and community.

Esade's holistic education website.

- *Research*: Giving voice to research actions related to social justice issues through the conversations and communications initiatives to the Esade's community. Within Esade's knowledge units, three centers in particular are dedicated to researching, driving, and generating social debate on issues related to sustainability, ethics, CSR, innovation, and social impact:

Esade's Institute for Social Innovation website.

Esade's LeadershipS and Sustainability Chair.

Esade's Center for Social Impact.

- *Social debate*: Promoting talks related to challenges associated with building sustainable and fairer societies. Such as diversity, discrimination (black lives matter), being responsible leaders, etc.

3. Impact: Assurance of learning, Sustainability plan, and Volunteering and social action.

This pillar has to do with the impact we have on society and includes from volunteering actions and the promotion of the sustainability plan, until the impact assessment of our training on the development of socially engaged professionals. This pillar includes:

- *Assurance of learning*: Jointly with the BS deanship and the Quality Assurance unit, I&M set the transversal learning goal linked to the social commitment of our students for all the BS programs portfolio. This commitment will facilitate the assessment of the current situation to promote specific actions in order to advance in this goal.

- *Sustainability plan*: The 2022–2026 Sustainability Plan was defined through a participatory process launched in October 2020 and involving 338 members of our community (faculty, staff, and students) and 11 stakeholders (businesses, public institutions, alumni, social entities, etc.). The Sustainability Plan is structured around six basic commitments, which are fully aligned and respond to the most important issues, as prioritized in the materiality matrix carried out in 2021, which was the result of a co-creation and dialogue process with our key stakeholders. Esade's sustainability and impact website.

- *Volunteering and social action*: Includes corporate volunteering, social initiatives from professors, staff and students, among other actions implemented. Esade's solidarity community website.

2. Graduates

1289

3. Degrees Offered

- Bachelor of Business Administration (B.B.A.)
- Master of Science (M.Sc. or M.S.)
- Master of Business Administration (M.B.A.)
- Doctor of Business Administration (D.B.A.)
- Bachelor of Business Administration & Bachelor in Business and Artificial Intelligence;
- Double Degree in Business Administration and Law
- Bachelor in Transformational Leadership and Social Impact
- Master in International Management
- Master in Sustainability Management
- Master in Business Analytics
- Master in Finance
- Master in Innovation and Entrepreneurship
- Master in Marketing Management



Purpose


We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.

4. Letter of Commitment

4.1 Letter of commitment

Upload or select a document

Letter Director General_Esade2025.pdf

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Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



5. RME Lead

- Centralized sustainability office
- Interdisciplinary efforts across business school
- Student contributor
- Senior leadership office

6. Student Voices

6.1 Student Voices

Provide supporting context

"As a second-year BITLASI student, I've experienced Esade's deep commitment to sustainability and innovation first-hand. Our program uniquely combines traditional business principles with an impact-oriented approach and encourages us to view environmental and social challenges as opportunities to effect meaningful transformation. At the core of our learning is a purpose- and profit-driven mindset, where attention to stakeholders takes precedence over the shareholder model. We are taught to treat the environment and society not just as external considerations, but as essential factors in creating shared value across the economic, social, and environmental dimensions."

Ben O'Shea, Bachelor in Transformational Leadership and Social Impact student

"Finally, I have also learned a lot about myself. Having the opportunity to team up to work in a small group has strengthened the value of solidarity in me. Ultimately, learning from and with others is also one of the pillars of inclusion on a global scale. The pedagogical design of this elective not only taught me technical concepts and knowledge, but also allowed me to develop a psychological and emotional approach."

Carla Demarles Potier, student from the SL subject "Diversity and Inclusion: Being Involved in Transformational Action," Bachelor's in Global Governance, Economics & Legal Order

"In conclusion, the service-learning course was an integral part of my education at Esade and offered me a clearer vision of the role I can play in society as a future professional. It was an undeniably transformative experience that exceeded my expectations, better prepared me for real-world challenges, and filled me with a sense of great satisfaction at having been genuinely useful. I would recommend that any student who is interested sign up for the course without thinking twice. I guarantee they will come out of it better prepared."

Jules Arbousset, student from the SL subject "ELS: Public Communication," BBA

"The main learning you get out of Cáritas is that it lets you see how the law is applied where it is both most needed and least present. Discovering what reality is like for people who usually live without legal protection opens your eyes to realities that, despite how close by they may be, are often unknown."

So, I think that providing legal advice to help the most disadvantaged people is something every lawyer should do, since an essential part of what we study is knowing how the legal system responds to situations that are normally alien to us."

Joan Vila Valero, student from the SL subject "Final Project: Legal & Social Advocacy," Double Degree in Business Administration and Law

"My training at Esade and my recent experience in Paraguay with the SUD have equipped me with powerful tools to help companies make a positive social and environmental impact."

María Valls Carafí, fourth-year BBA student

"I am proud to have been part of something much bigger than myself, of having contributed to a team and a community working toward a common goal. My satisfaction comes from knowing that I gave my best in that group context and, perhaps more importantly, that we grew and learned together. The 'I' in my SUD story does not exist in isolation; it is inseparable from the 'we.' For me, that is where the real pride lies."

Abril Andreu, BBA student, project in Bolivia

(SIP) Report

"The contemplative walks between the Barcelona-Pedralbes and Barcelona-Sant Cugat campuses have given me a unique spiritual experience. Along the way, I have strengthened bonds, built authentic relationships, and learned the value of opening up to others, thanks to the experiences that the Esade community offers us."

Berta Santos, legal coach and Master's in Intellectual Property and New Technologies

"Studying the EMMV at Esade has been a transformative experience. One of the aspects that I enjoyed most was the focus on self-discovery and reflection as the basis for conscious leadership. The regenerative retreat is a clear example of this approach, where we had the opportunity to connect with our aspirations and reflect on the impact we want to make on our environment. Thanks for encouraging these types of experiences, which drive our personal and professional growth."

Adriana Zevallos, Executive Master in Marketing and Sales participant, Madrid

"This course pleasantly surprised me, exceeding my already high expectations. It provided me with food for thought, data, and tools and, above all, enabled me to strategically pull the SDG levers at the company. A few months on, I can say it was very worthwhile. The contributions from colleagues and teachers are invaluable."

Carne Tomàs, Chief Human Resources & Compliance Officer, FRIME, S.A.U., Business Leadership for Sustainability program participant

"Progres a has been a transformative journey that has impacted me both professionally and personally. It has provided me with tools and knowledge, in addition to igniting my passion for change and continuous growth. I have learned to align my goals with my actions, to lead with empathy, and to value diversity and collaboration. Progres a has given me the confidence to dream big and the motivation to work tirelessly toward my goals. Being part of this program has been a privilege, and I am immensely grateful for the unconditional support and inspiration that I have received from a team of exceptional professionals. It was also a real pleasure to meet my colleagues, with whom I have shared unforgettable moments and from whom I have learned so much. There is no question that this experience has left an indelible mark on my path to empowerment."

Lisístrata Carballeda Pérez, Manager, Global Incentives & Innovation, EY Abogados, Promociona program participant



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.

7. 2024 Publications

133

8. 2024 Publications on Sustainable Development and/or RME

55

9. Research Funding

- Institution Specific
- Local
- Regional
- National
- International

10. Socializing Research

- Community organizations
- Government and policy makers
- Industry and business networks
- International media
- Local media
- National media
- Open-access platforms
- Public events and lectures
- Research collaborations
- Social media and digital outreach

11. Research Awards

11.1 First Nobel Sustainability Trust Award

Award Granter

The Nobel Sustainability Trust and the Technical University of Munich.

Award Grantee

Professor Elena Bou

Description of Award

Elena Bou receives the First Nobel Sustainability Trust Award for her outstanding research and development in the field of energy. Elena Bou, a professor in the Department of Operations Management and Innovation and cofounder of EIT InnoEnergy received the first Nobel sustainability award. Given jointly by the Nobel Sustainability Trust and the Technical University of Munich, this prestigious award recognizes her outstanding work in

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sustainable energy research and development and, in particular, EIT InnoEnergy's contribution to promoting green energy at European start-ups. Article in Do Better: <https://dobetter.esade.edu/en/elena-bou-academia-business-energy-transition>

Link

<https://www.nobelsustainabilitytrust.org/munich-summit-2023>



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.

12. Partners, Accreditation Bodies, Associations, etc.

- AACSB (Association to Advance Collegiate Schools of Business)
- AMBA (Association of MBAs)
- CEMS (The Global Alliance in Management Education)
- CLADEA (Consejo Latinoamericano de Escuelas de Administración)
- EFMD (European Foundation for Management Development)
- Financial Times
- Graduate Management Admission Council (GMAC)
- Positive Impact Rating (PIR)
- Quacquarelli Symonds (QS)
- United Nations Global Compact non-business signatory

13. Student Partners

- Net Impact
- Oikos International



Practice

We adopt responsible and accountable management principles in our own governance and operations.

14. RME Practices

- Accreditation body recommendation documents
- Carbon reduction or offset commitments
- Climate action plan
- Curriculum guidelines
- Employee equity, diversity, inclusion
- Ethical data sourcing guides
- Ethical leadership or good governance policies
- Faculty hiring, tenure, and promotion guidelines
- Greenhouse gas emissions
- Local staff/student/faculty transportation
- Open-access guides
- Professional training opportunities
- Responsible procurement policies
- Student equity, diversity, inclusion
- Sustainability strategy or strategic plan (school or university level)
- Travel guides
- Water
- Zero-waste guides

15. RME Policies

15.1 Codes of Ethics and Conduct

Upload or select a document

ESADE-Codes of Ethics and Conduct_EN.pdf

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15.2 Executive Summary Esade's Sustainability Plan 2022-2026

Upload or select a document

ESADE_Sustainability Plan 2022-2026_ENG.pdf

[View document](#) 

15.3 Sustainability and Impact Report 2023-2024

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ESADE_SOST 23-24_ENG_2025.pdf

[View document](#) 

15.4 Mission, values and educational approach

Upload or select a document

ESADE-Mission-Values-Educational approach_ENG.pdf

[View document](#) 

16. Practice Voices

16.1 Esade's Practice Voices

Provide supporting context

"The Esade community is firmly committed to the unwavering goal of offering comprehensive training focused on people and their needs to foster a more equitable society."

Jorge Castiñeira, dean of the Law School

"Our institution's Sustainability Plan is a reflection of our commitment to society, the environment, and the entire Esade community. The plan not only highlights the many initiatives we have already implemented, but also encourages us to reach new levels of commitment through concrete, measurable actions. I am especially proud of the entire team's involvement in the Sustainability Plan and of how we are approaching the projects and initiatives, always prioritizing rigor, honesty, and a focus on the impact of the projects we undertake."

Sheila Herrero, Director of Operations



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.



17. Transparent Engagement

- Boards and advisory committees
- Annual reports
- Community events and consultation forums
- Open faculty and student meetings and town halls
- Feedback mechanisms (e.g., surveys, suggestion boxes)
- Partnerships with local organizations
- Public events and panel discussions
- Publicly accessible sustainability data and dashboards
- Student and staff volunteer programs
- Sustainability-focused research and collaboration Opportunities

18. Audiences

- Accreditation bodies
- Alumni and donors
- Boards and advisory committees
- Business and industry partners
- Chamber of commerce and local communities
- Faculty and staff
- Government and policy makers
- Media and public relations channels
- Non-governmental organizations (NGOs)
- Prospective and current students
- Research and academic networks

SIGNATORY

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