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Do Better.

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UNIVERSIDAD RAMON LLULL

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Sustainability and
Impact Report
Esade Foundation



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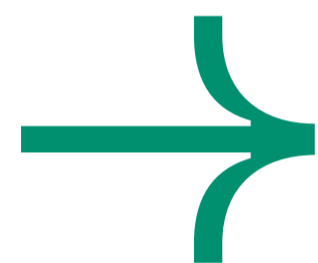
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Message from the President of the Board of Trustees and from the Director General



Anna Xicoy
President of the Esade Foundation Board of Trustees



Daniel Traça
Director General

For Esade, each **Sustainability Report** is an opportunity to critically assess our community's real contribution to major social, economic, and environmental challenges. It is an exercise that not only measures results, but also compels us to make a meaningful impact, capable of driving tangible change in complex realities.

Over the 2024–2025 academic year, Esade further integrated sustainability, ethics, and inclusion as guiding principles of our academic activity that reinforce a model of shared and collaborative leadership. At Esade, we understand leadership not as an individual skill, but as a collective responsibility, in which joint action allows us to address systemic challenges more deeply and effectively.

By expanding these principles into our academic programs, promoting methodologies that link learning and action, and strengthening research focused on key global challenges, we can solidify an education model that combines academic rigor with transformative capability, a model designed to provide sustainable solutions to complex problems.

The progress made on the 2022–2026 Sustainability Plan reflects this commitment. We have achieved carbon neutrality in scope-1 and 2 emissions and bolstered the responsible management of our campuses. In the social sphere, we have awarded record amounts of financial aid through the Talent Scholarship Program, expanding opportunities and fostering greater equity in access to education. These milestones are further complemented by increased scientific output on sustainability and ethics, aimed at creating applicable and transformative knowledge.

This year, our community's impact has been particularly strong. Students, faculty, staff, and partner organizations have pursued initiatives that reflect a model of shared leadership – where cooperation and co-responsibility translate into collective action aimed at making a meaningful impact. Projects embodying this transformative and creative spirit were recognized at the Sustainability Awards.

We have also reaffirmed our commitment to the Ten Principles of the United Nations Global Compact, the Principles for Responsible Management Education (PRME), and the framework established under the Transparency Act, which guide our actions toward greater institutional integrity, accountability, and ethical and responsible leadership.

Looking ahead, we reaffirm our conviction that education must empower people not only to understand the world, but also to transform it, catalyzing authentic human progress. Our mission is to forge leaders capable of working together – rigorously and conscientiously – to make a meaningful impact and responsibly address the systemic challenges of our time.



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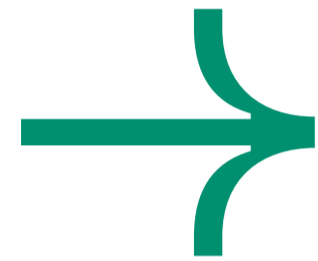
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Message from the director of Identity and Mission



Cristina Giménez
Director of Identity and Mission

In a context marked by the climate emergency, rising inequality, and growing social polarization, Esade remains firmly committed to building a more humane, just, and sustainable world. We do so faithful to our mission, educating individuals with the highest level of professional competence and a clear international profile, prepared to exercise responsible leadership in the fields of business management and law. Through education, research, and dialogue with society, we create spaces where the major challenges affecting humanity are addressed, ranging from the economy and politics to culture, science, spirituality, and the search for meaning.

This **Sustainability and Impact Report** outlines the main progress made under the 2022–2026 Sustainability Plan and reflects Esade’s commitment to transparency and stakeholder accountability. Some of the most significant milestones reached in the 2024–2025 academic year include the further mainstreaming of ethics, social responsibility, and sustainability across our academic programs and the promotion of transformative educational experiences, such as service learning, that couple academic learning with social action.

In the sphere of research, Esade has strengthened its contribution to knowledge in the fields of management and law with an institution-wide commitment to ethics, corporate social responsibility, and sustainability. In the 2024–2025 academic year, Esade scholars published numerous papers on key issues, such as the housing crisis, sustainable finance, collaborative environmental governance in the face of climate change, the energy transition, regenerative agriculture, river basin management, impact measurement, and impact governance in European impact investing funds.

Aware that our own institutional performance is a powerful tool for change, over the academic year we redoubled our efforts to make the campus a benchmark for social inclusion and sustainability. At the social level, we worked through the Talent Scholarship Program to allocate €5.4 million to 295 talented students with financial need, our largest ever investment in scholarships. In the environmental dimension, we achieved carbon neutrality in scope-1 and 2 emissions in 2024 through enhanced energy efficiency and responsible resource management, enabling an 84% reduction in our emissions.

We are deeply grateful to the entire Esade community for its commitment and dedication to making our institution a true project for personal and social transformation. Every step forward reflected in this **Report** is the result of a collective effort and the shared purpose of making a positive and lasting impact through education and research, helping to create a more humane, just, and sustainable future.



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Sustainability and Impact in Figures

COMMITMENT 1

Research, education and social debate

We will include sustainability both holistically and transversally in every facet of our activity.

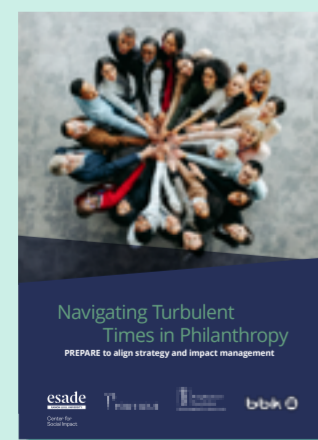


100%

of core subjects in the Full-Time MBA and MIM programs incorporate sustainability criteria.

81%

of all Esade publications on ethics, CSR and sustainability.



The Center for Social Impact and the Institute for Social Innovation are dedicated to undertaking research and promoting and generating social debate.

COMMITMENT 2

Our campus as an innovation and learning lab

We will turn our campus into a learning lab which serves as a reference in the sustainability area.



1,473

students carry out academic internships.

293

students take part in 9 Fusion Point subjects that promote applied research in 22 real challenges.

79

students participate in the University Development Service (SUD) program through 51 projects in 12 countries.

603

students enrolled in Service-Learning (SL) subjects.

COMMITMENT 3

Community, social commitment and partnerships to accelerate change and amplify impact

We will position members of our community as real agents of change to transform society and improve the planet through awareness-raising initiatives, while also promoting partnerships.



649

community members participate in co-curricular activities focused on sustainability.

16

projects with 27 partners on the Rambla of Innovation that promote sustainability and social impact.

600+

volunteers take part in solidarity-based consulting initiatives with 47 entities.

Generating social value worth **2,948,049 euros**



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Sustainability and Impact in Figures

COMMITMENT 4

Our planet

We commit to take action, educate and undertake research to promote changes that have a positive impact on the planet's regeneration.



83,05%

carbon emissions reduced in scopes 1 and 2 with respect to the baseline year (2019).

Certification

Sustainable cafeteria certification by Bureau Veritas achieved during the 2024-2025 academic year.

99%

of suppliers are signatories of our Code of Conduct.



LEED Gold Madrid / LEED Gold Sant Cugat



MITERD Reduzco ("I Reduce") seal

COMMITMENT 5

The Esade community

We commit to promote and ensure a work setting which fosters everyone's wellbeing and provides equal opportunities for all.



5.4 million euros allotted to **295** scholarships.

53% of our staff are women. **43%** of managerial positions are held by **women**. **33%** of our Executive Committee members are **women**.

53 different nationalities represented among our staff.

12 editions of our Values Workshops which are essential to strengthen bonds within our community, with **212 participants**.

COMMITMENT 6

Governance and a sustainable culture

We commit to act ethically, responsibly and transparently, in keeping with our values and our goal to become a reference based on our commitment to sustainability in all the areas we impact.



100% of the percentage of our assets we dedicate to financial investments are made applying ESG criteria.

PRME
an initiative of the United Nations Global Compact
Signatory of the UN's Principles for Responsible Management Education.

Level 4
We have achieved level 4, a transforming school, in the Positive Impact Rating (PIR).





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Esade: our raison d'être and our values





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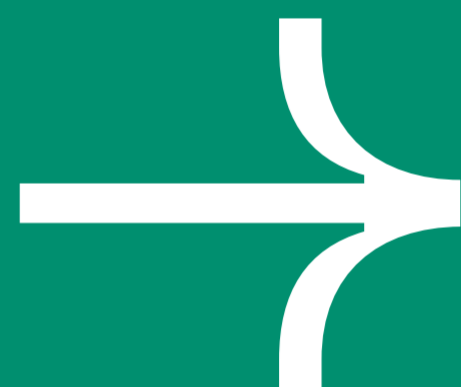
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1.1. Our mission: to educate, research, and generate critical debate

Esade's mission is to promote teaching and research in the areas of Management and Law in order to contribute to the scientific, social and personal development of individuals who are characterised by a high level of professional competence and are fully aware of their responsibility in the development of a society that promotes the dignity of individuals as part of humanistic and Christian traditions, and in an intercultural context.

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



Raison d'être

As a university-level academic institution, Esade is committed to its raison d'être to promote teaching and research in the areas of Management and Law, in order to:

Train people with the highest level of professional competence and a clear international profile, aware of their responsibilities as citizens and as professionals. To this end, Esade addresses the educational process from a global and integral perspective, as a service to people and to society.

Create and disseminate knowledge based on the critical study of existing knowledge and rigorous scientific research of national and international importance.

Encourage social debate with information and proposals on relevant issues and priorities for the future, in order to contribute independently to society's transformation towards higher levels of justice and liberty.

"The society we live in is not a matter of chance, but a product of the individual and collective decisions we make. At Esade, the cornerstone of our students' education is the commitment to training professionals dedicated to making a social impact as individuals and through their work."

Pedro Aznar Alarcón,
 associate dean of Bachelor's Degree Programs and associate professor
 in the Department of Economics, Finance, and Accounting





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

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






The 2022–2026 Sustainability Plan was developed through a highly participatory process (“Sustainable Impact: Our chance to change the world together”) launched in October 2020, involving **338 members of our community** (faculty, staff, and students) and **11 stakeholders** (businesses, public institutions, alumni, social organizations, etc.), resulting in a total of around **600 people**.

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

For more information about the materiality assessment: →

Action pillars

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



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Action pillars



4. Planet: climate action and biodiversity

We commit to taking action, educating, and conducting research to promote changes with a positive impact on the planet's regeneration, including:

- becoming carbon-neutral in scope-1 and 2 emissions by 2024, compared to our 2019 baseline, by offsetting GHG emissions we cannot reduce;
- reducing scope-3, mobility-related emissions by 33% by 2030, compared to our 2019 baseline;
- acting in purchasing to promote changes that positively impact the planet's regeneration, ensuring that 50% of the volume of purchases (in €) is managed according to ESG criteria by the 2025–2026 academic year; and
- reducing energy consumption in our facilities by 15% by the 2025–2026 academic year, compared to our 2019 baseline.



5. People: diversity, equity, and inclusion

We commit to promoting and ensuring a work environment that facilitates well-being and equal opportunity for all:

- guaranteeing the comprehensive mainstreaming of diversity, equity, and inclusion criteria across the institution;
- improving gender equity and non-discrimination through representation among employees, in management positions, and on governing bodies;
- improving the well-being of the people who make up our community, measuring progress every two years through a climate survey; and
- implementing listening processes and safe spaces to ensure that our behavior is aligned with our institutional values.



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


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

- ensuring compliance with sustainability criteria in investments and guaranteeing transparency; and
- promoting impactful projects that help make our institution a benchmark for our commitment to sustainability.



“As a member of the Change Department at Oikos Barcelona, I have had the opportunity to partner with Esade on the implementation of actions targeting sustainability within the institution. I have seen firsthand that this commitment is no mere formality; on the contrary, it is a principle that permeates all Esade initiatives and is embodied in the education that students receive, the active listening in which the institution engages toward its students, and the improvement of facilities, among other aspects. This gives rise to a positive symbiosis that amplifies both internal and external impact, while also promoting a holistic view of sustainability that students can apply in their future careers.”

Valentín Cáceres Martí, third-year Double Degree in Law and Global Governance, Economics & Legal Order Student

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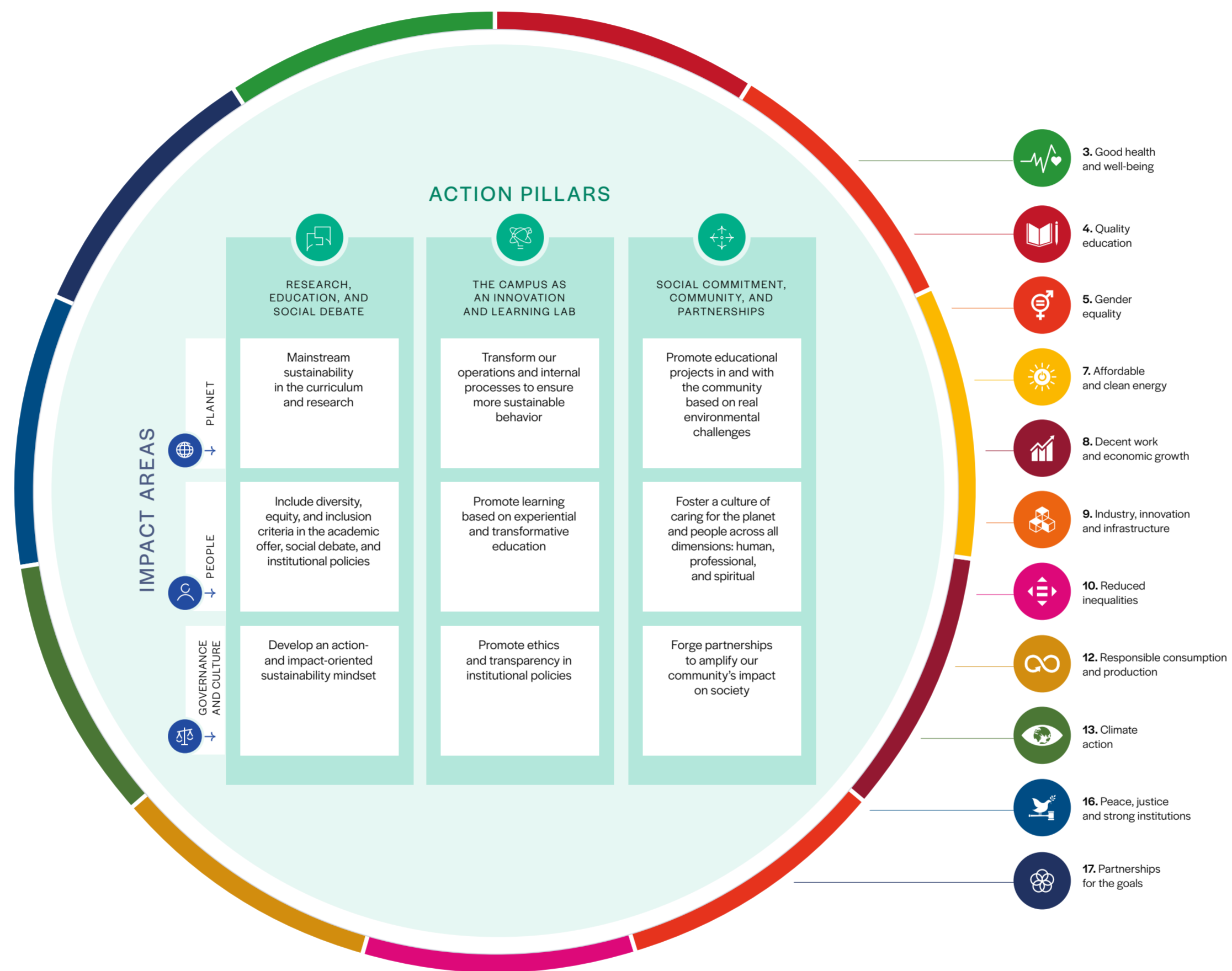
2.2. Esade's sustainability model

Esade's sustainability model was designed with the aim of advancing the United Nations 2030 Agenda and the SDGs most relevant to Esade's activity.

The Sustainability Plan operates through initiatives that are channeled through **127 concrete actions** in the three impact areas defined by environmental, social, and governance (ESG) criteria and with three action pillars – education, the campus as a learning lab, and social engagement – all in keeping with our essence.

Through the **action pillars**, we work to bring about the necessary changes in people – in how they think, who they are, and their action orientation – with the aim of training true change agents, i.e., competent, conscientious, and compassionate individuals and professionals committed to society and the planet.

Through the **impact areas**, we work to drive change that has a positive impact on the planet's regeneration, to facilitate well-being and care for people, and to act ethically, responsibly, and transparently.



“Our sustainability model is closely related to Esade’s mission and fully aligned with our founding values, which are drawn from the Jesuit tradition. That tradition encourages us to take a holistic view of the individual, to strive to further the common good, and to actively engage with the social and environmental challenges of our time. Sustainability is therefore not merely an afterthought for us, but a natural expression of who we are and of how we understand our contribution to society.”

Esade’s Sustainability Plan is the result of a dialogue process that has gathered the perspectives of our academic community (students, faculty, staff, and alumni), the business community, and society at large. This participatory approach has enabled us to identify shared priorities and strengthen a common purpose: to consistently mainstream sustainability across all dimensions of our activity (teaching, research, knowledge transfer, and social impact) in accordance with a long-term view.

Josep Franch Bullich,
director of Executive Education

[For more information →](#)



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3 CHAPTER THREE

Research, education, and social debate





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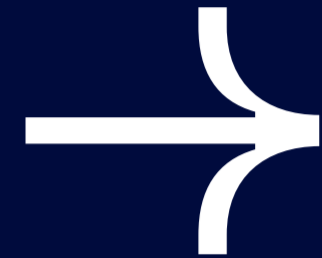
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Mainstream sustainability in the three dimensions key to our activity.

Commitment



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

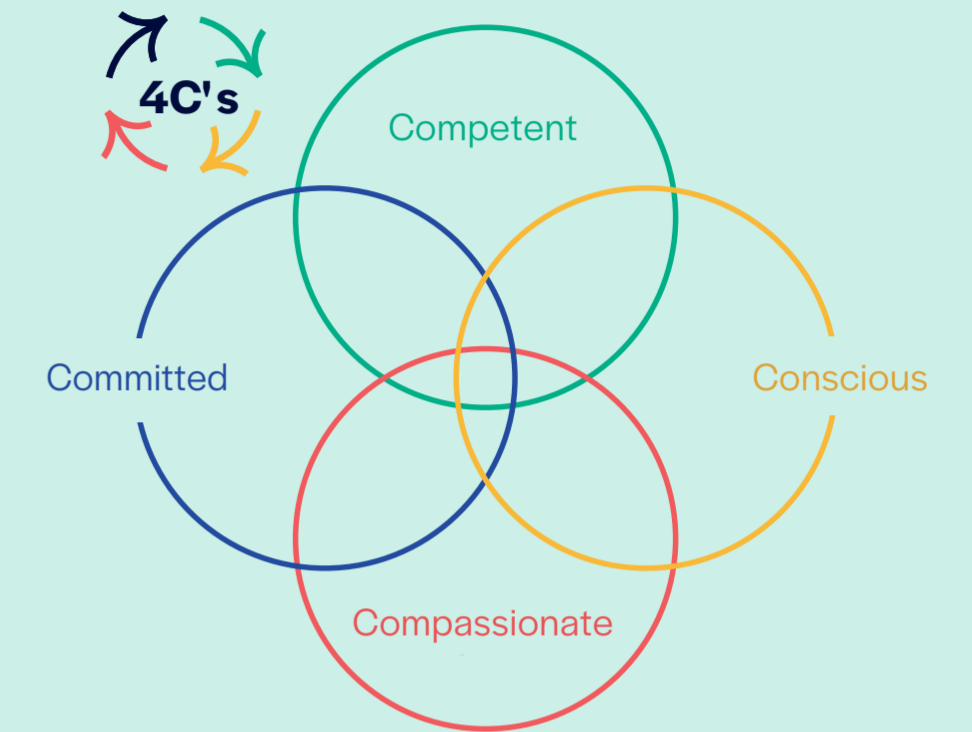
Specific objectives



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

3.1. Our educational mission: impactful and humanistic leadership

Our educational model, based on Ignatian pedagogy, aspires to **train competent, conscious, compassionate, and committed people and professionals who stand out for their technical and personal excellence**.



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

In addition to incorporating digital and innovative methodologies, our pedagogy is based on **experiential learning** accompanied by **in-depth reflection**, encouraging students to challenge the status quo and current frameworks and preparing them for change. It begins with a reflection on values and assumptions and explores how they contribute to achieving shared goals. This methodology brings about significant changes in how they think and who they are, spurring them to action.

We support our students **in their personal growth and in developing their commitment** to sustainability and the common good.



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Our alumni

How did your experience at Esade inspire or help you make a positive impact on society through your profession?



Ingrid Campí Laib (GBD '24)
Associate, Cleary Gottlieb Steen & Hamilton LLP

“Esade had a profound impact on me. From my first weeks as a student in the Double Degree in Law and Business Administration program, I learned to approach law and economics from a perspective that went beyond the strictly dogmatic, to understand how they impact society. I received a comprehensive education with subjects that provided me with tools to manage complex regulatory frameworks and grasp their economic and social implications, key aspects for any legal professional. I also participated in two moot courts, related to armed conflicts and environmental disasters, among other things, which allowed me to consider current international issues and gain insight into how different legal systems seek to address them. Esade was also an exceptional environment for undertaking initiatives whose impact extended beyond the classroom. My involvement in the student association Oikos was especially transformative. The experience that left the deepest impression on me was the Curriculum Change initiative, which aims to incorporate sustainability into management and economics teaching. The first step was to implement the Positive Impact Rating survey, to assess the university in terms of social impact and sustainability. We received more than 1,000 responses, capturing student voices to drive institutional change. Esade was already making progress through its Sustainability Plan, so we decided to join forces: we worked with the faculty to include more sustainability-related content in the syllabi and set up a think tank on sustainable finance. Esade – or “home,” as we often call it – taught me that even as students we can make a real impact and help to effect change in our community and beyond.”



Mireia Margarit Aymamí (GEL '23)
Portfolio Management, Financial Institutions – Graduate, European Investment Bank (EIB)

“My experience at Esade not only provided me with an excellent education at both the personal and professional level, but also gave me a calling and a social outlook. Through the Degree in Global Governance, Economics & Legal Order program, I studied economics and public policy as instruments of transformation and for furthering social progress. At the same time, I acquired a critical view of the role that all types of actors (both institutions and businesses) play in solving complex social and economic challenges. This interdisciplinary training helped me integrate analytical rigor with ethical responsibility and a commitment to public service, which was decisive in steering my career toward multilateral development banking. Today, I am able to realize this vision in my work, thanks to my experience at Esade, which taught me that positive impact is not measured solely in economic outcomes, but also in institutions’ and professionals’ ability to deliver sustainable and transformative value to society.”



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Laura Nestares Acerete (BBA '23, MSc in Sustainability Management '24)
Sustainability Analyst, Deloitte

“Esade provided me with the academic foundation that I apply directly in my current professional role, showing me that it is both possible and meaningful to pursue a career in which business performance and positive impact go hand in hand. Through rigorous business training and exposure to the real world and complex challenges, Esade helped me develop a holistic perspective in which strategy, financial performance, and impact are deeply intertwined. Beyond the classroom, the Esade ecosystem fostered leadership, curiosity, and personal growth, equipping me with skills that have continued to shape my career path.”



Chloe Curreri (GEL '23)
AI Team Coordinator, United Nations Development Program (UNDP)

“During my time at Esade, I realized that international development was not just an interest, but the career I wanted to pursue. As part of my internship through Esade’s University Development Service (SUD), I had the opportunity to get out of the classroom and work directly with communities in Peru on a development project. That experience continues to inform my work today with the United Nations Development Program, reminding me to take local realities into account when addressing broader development challenges. In my role at UNDP, I help countries use artificial intelligence to accelerate progress on the Sustainable Development Goals. I would not be doing this work if it were not for my professors at Esade, who offered me personalized guidance and genuinely cared about me as a person, or my fellow students, whose dedication raised the bar and continues to be an inspiration for me.”



Ignasi Casas Ollé (PT MBA '93)
Manager, Manacor Hospital, Balearic Islands Health Service

“Esade equipped me with a humanistic perspective, showing me that we must always consider individuals, the group, and society, even in the most challenging times. I remember a professor once explained how we might initially accept or start a job because of the salary, but how it would be the people we work with and what we do that would ultimately determine whether we enjoyed it and stayed. My training at Esade also allowed me to work in management and administration, primarily in the field of healthcare, which has a clear impact on people.”

Esade’s greatest impact on society is that generated by its alumni through their professional practice.





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3.2. Mainstreaming sustainability across our curriculum

As an educational institution, our greatest contribution to society is through the professionals we train. In addition to integrating sustainability into our management, we thus strive to make it a core part of our academic activities and programs.

In keeping with this commitment, in 2007, Esade signed on to the **Principles for Responsible Management Education (PRME)**, aligning its methodology and curriculum with the principles and values of responsible management promoted by this United Nations global initiative.

Today, all our academic programs include compulsory and elective subjects with content related to sustainability, ethics, and corporate social responsibility, fostering a holistic and responsible perspective in leadership training.

Esade has set the target of ensuring that 75% of compulsory subjects at the Business School and the Law School include content related to sustainability, ethics, and/or social responsibility by the 2025–2026 academic year.

3.2.1. Ethics, social responsibility, and sustainability in the Business School and Law School academic offers

In recent years, **specific subjects on sustainability** have been included in all Esade Business School and Law School programs. The data from the 2024–2025 academic year also reflect significant progress on the **mainstreaming of sustainability across all compulsory subjects**.

In the Business School, the percentage ranges from 47.22% in the Bachelor in Business Administration (BBA) to 100% in both the MSc in International Management (MIM) and the Full-Time MBA.

The Law School has also made remarkable progress, with figures ranging from 52.50% in the Double Degree in Business Administration and Law (GBD) to 84.38% in the Bachelor in Global Governance, Economics & Legal Order (GEL), the latter representing an improvement of around 10 percentage points compared to the previous academic year.

Number of subjects with sustainability-related content in Business School programs → 2024-2025

Business School	Specific compulsory subjects on sustainability	Compulsory subjects with some sustainability-related content	Specific electives on sustainability
BBA: Bachelor in Business Administration	1	16	30
BITLASI: Bachelor in Transformational Leadership and Social Impact	4	21	12
MIM: MSc in International Management	4	9	12
Full-Time MBA	4	31	12



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Examples of specific subjects and subjects with sustainability-related content offered by Business School programs in the 2024–2025 academic year include:

- Leadership and Organizational Behavior (BBA)
- Socio-Political Environment of Business (BBA)
- Financial Economics–Sustainable Finance (BBA)
- Liberal Arts: Understanding the Human Being: Ethnographic Sensibility as a Tool for Social Change (BITLASI)
- Systemic Thinking and Critical Thinking (BITLASI)
- Business in Society: Sustainability Strategies (MIM)
- International Projects in Action (MIM)
- Social Impact Lab (MSc MIM)
- Managing Ethics and Social Responsibility (MSc MIM)

Number of subjects with sustainability-related content in Law School programs → 2024-2025

Law School	Specific compulsory subjects on sustainability	Compulsory subjects with some sustainability-related content	Specific electives on sustainability
GED: Bachelor in Law	1	24	24
GBD: Double Degree in Business Administration and Law	2	40	54
GDL: Double Degree in Law and Global Governance, Economics & Legal Order	8	44	24
GEL: Bachelor in Global Governance, Economics & Legal Order	7	20	24

Examples of specific subjects and subjects with sustainability-related content offered by Law School programs in the 2024–2025 academic year include:

- Legal Ethics (GED, GBD, GDL)
- Criminal Procedure Law (GED)
- Sociology (GBD)
- Ethics and Global Governance (GDL, GEL)
- Self-determination and Minority Rights (GDL, GEL)





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Of special note within the undergraduate offer is the **Bachelor in Transformational Leadership and Social Impact** (BITLASI), a multidisciplinary bachelor's degree program focusing on entrepreneurship and innovation in business to make a social impact.

“From the very first day, I knew I had made the right choice. This program has prepared me better for the future than any other undergraduate program, while enabling me to meet extraordinary people who inspire me to keep growing. It has also opened more doors than I had ever imagined. I am deeply grateful for this opportunity, and I owe much of it to the BITLASI program. Thanks, Esade, for making it possible.”

Lucas Wernig,
Bachelor in Transformational Leadership and Social Impact student



Among the master's programs, attention should be called to the **Master of Science in Sustainability Management**, which trains action-oriented professionals, capable of starting new businesses and transforming existing ones, with the long-term goal of contributing to sustainable development.

“At Esade, I learned to understand sustainability as a decision-making discipline, and the MSc in Sustainability Management gave me the rigor to put it into practice. The program combines analytical depth with exposure to real-world business situations, forcing you to translate frameworks into decisions and inevitable trade-offs. Working with colleagues from very different industries also elevated and further enriched the discussions. Above all, I came away with a conviction: used well, sustainability is not just talk, but a decision-making criterion that helps you choose clearly (even with incomplete information) and support those decisions with sound arguments.”

Cristina Costa i Coromina,
MSc in Sustainability Management student

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

The following table shows the 20 Executive Education programs – in open, custom, partner, and In-On format – that address key issues such as ESG criteria, corporate social responsibility (CSR), and diversity and inclusion (DEI).

Open Programs



1. Boards of Directors in Family Businesses
2. NGO/NPO Leadership and Management Program (DGONG)
3. Owner Managers
4. Strategic Integration: 2030 Agenda and SDGs
5. People Leadership and Team Management
6. Leadership and Social Innovation (LIS)
7. Vicens Vives: Values, Commitment, and Leadership

Custom Programs & Partner Programs



1. LEAP
2. Merck Leading Sustainability
3. “Promociona” program, with the CEOE
4. “Progresa” program, with the CEOE
5. “Proactiva” program, with the CEOE
6. “Futuras Consejeras” program, with the CEOE
7. Women CEOs
8. Women CEOs Peru

In-On Programs



1. Circular Economy
2. Strategic Management of Projects Funded with European Funds
3. Sustainable Management and the 2030 Agenda
4. Sustainability Specialization Program
5. Transformation and Reporting for the Impact Economy

Executive Masters



1. Master of Permanent Executive Training in Management d'Organitzacions Sanitàries (EMDOS)
2. Master of Permanent Executive Training in Management Public (EMPA)



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

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

Esade remains committed to advancing knowledge through rigorous research in the fields of management and law. Our research units include more than a hundred professors with a wide range of expertise.

Research on ethics, corporate responsibility, and sustainability is conducted **across the institution**. In the 2024–2025 academic year, the number of papers on these topics grew significantly, rising from 45% to **80.81% of Esade's total publications**, testimony to our commitment to generating knowledge that promotes responsible and sustainable management.



Source: Esade Research Yearbook

Publications on ethics, corporate responsibility, and sustainability	2023-2024	2024-2025
No. of papers with an IF on ethics, sustainability, and/or CSR topics	36	62
% of total papers with an IF	38%	94%
No. of peer-reviewed papers on ethics, sustainability, and/or CSR topics	19	18
% of total peer-reviewed papers	50%	54.55%
No. of book chapters on ethics, sustainability, and/or CSR topics	17	16
% of total book chapters	53%	61.60%
No. of books on ethics, sustainability, and/or CSR topics	4	4
% of total books	100%	40%
Total publications on ethics, sustainability, and/or CSR	76	80
% of total publications	45%	80.81%



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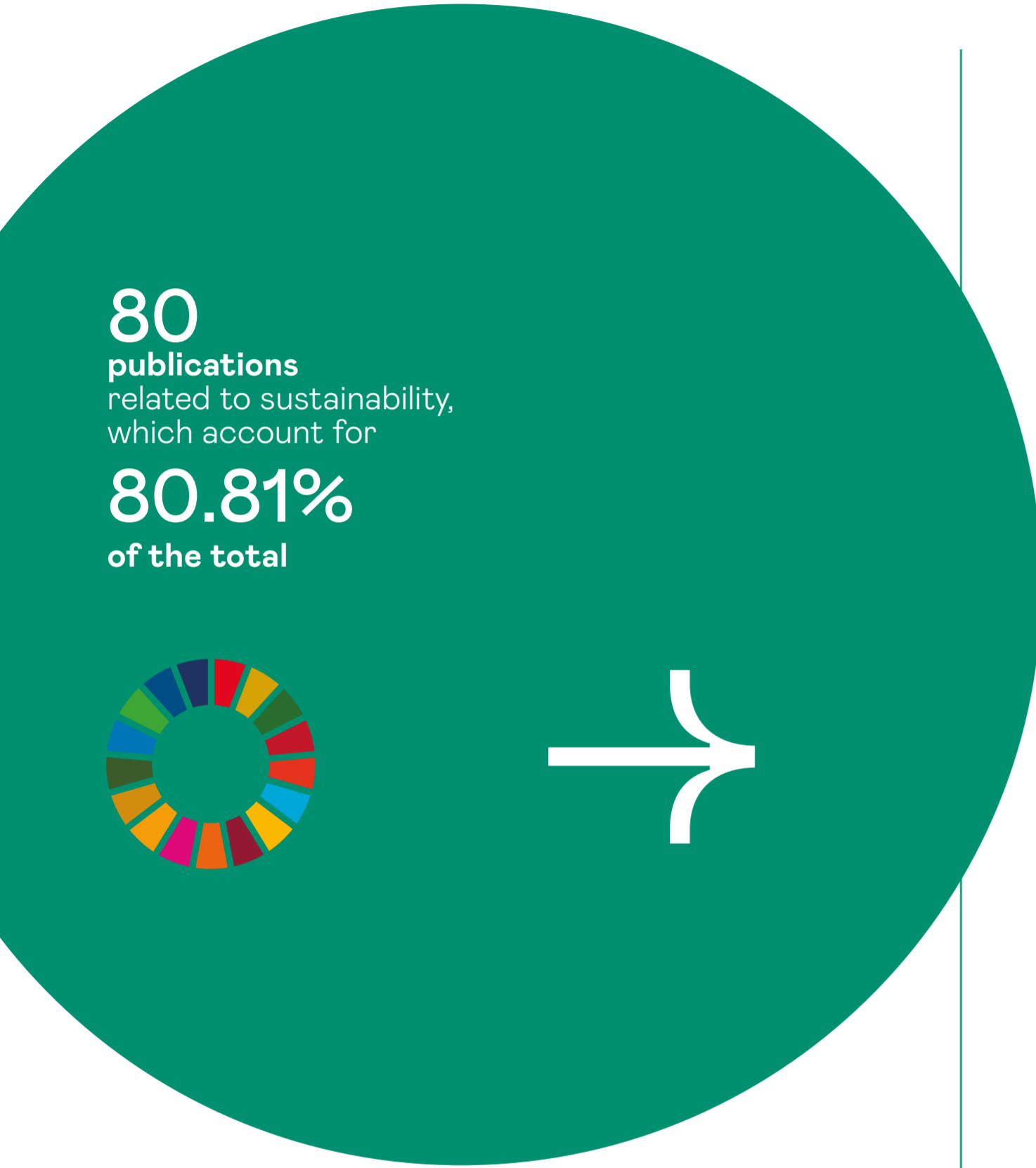
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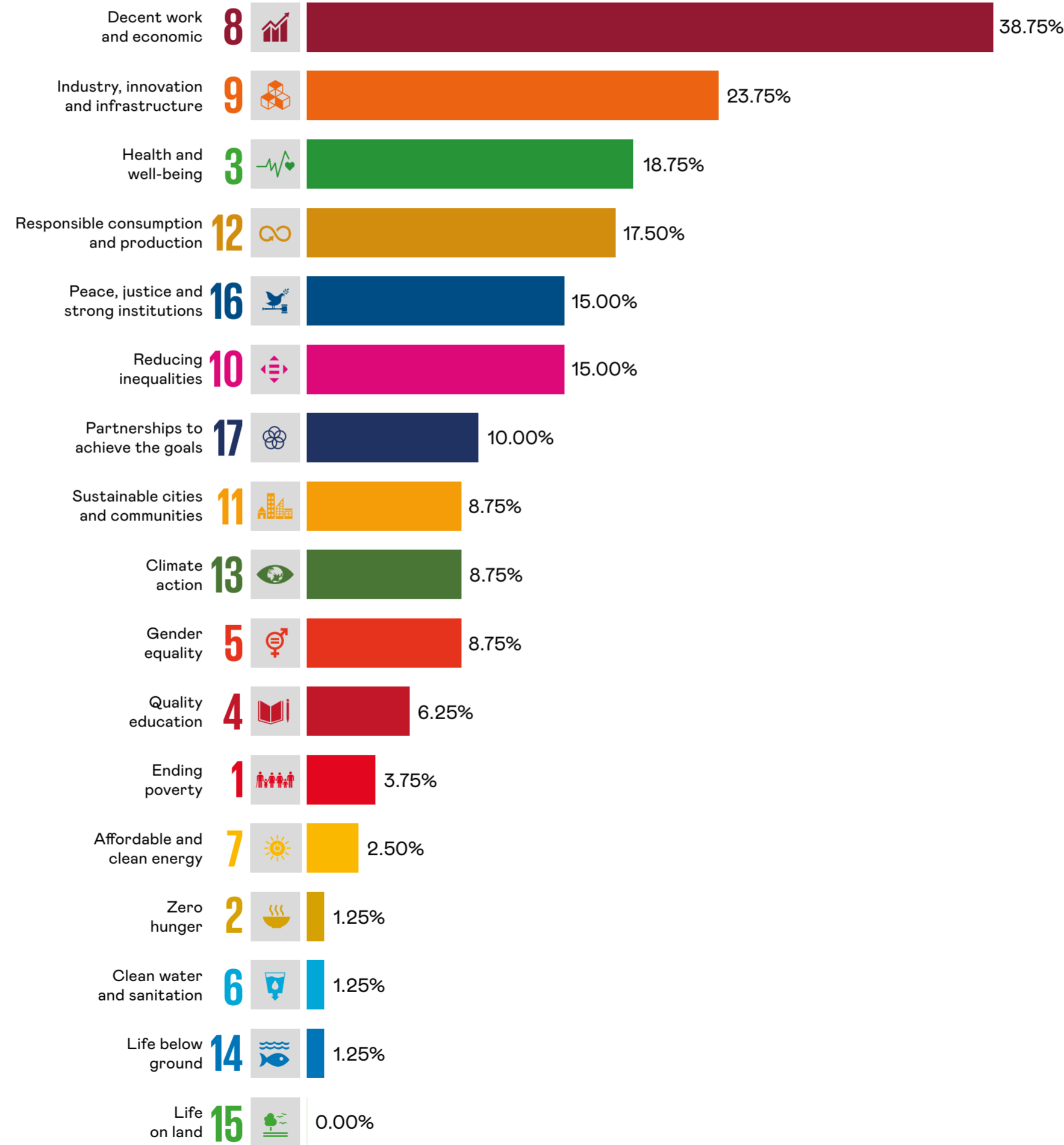
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SDGs of the United Nations 2030 Agenda





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Our professors and researchers are leaders in the creation of knowledge on sustainability and ESG criteria, which they integrate into their respective areas of expertise. **Three of the papers published in the 2024–2025 academic year are highlighted below.**

Castellet, N. G. (2025): **“La capacidad contractual de las personas con discapacidad en el Código Civil español y en la Propuesta de modernización de 2023”**. *Oñati Socio-Legal Series*, 15(3): 845-863.

Through the 2021 reform of the Spanish Civil Code concerning support for people with disabilities, lawmakers sought to effect a paradigm shift in the legal treatment of such persons, in particular, their capacity to undertake legal transactions. Naturally, this affects the regulation of the contractual capacity of such persons, which, according to lawmakers’ intentions in 2021, as expressed in the preamble of Spanish Law 8/2021, should be equal to that of persons without disabilities. This paper aims to determine whether, under the new regulations, in force since 2021, and in view of the 2023 proposal to modernize the Civil Code with regard to obligations and contracts, the lawmakers’ aim has been fulfilled or whether the capacity to enter into contracts of people with disabilities affecting their volitional and cognitive ability in fact remains limited.


Over the academic year, 14 professors received a total of 17 awards, of which 7 were related to sustainability.

Nava, L.; Chiapetti, J.; da Rocha, R. B.; Tampe, M. (2025): **“Die now of hunger or later of thirst: Understanding climate change adaptation decisions in vulnerable contexts”**. *Strategic Management Journal*, 46(8): 1861-1893.

Research on organizational climate change adaptation has mainly focused on high-income nations, neglecting vulnerable regions already facing severe climate impacts. This study addresses this gap by examining how decision-makers in vulnerable contexts respond to climate change, drawing on a unique panel dataset of over 3,000 agricultural producers in Brazil. Using an abductive mixed-methods approach, we develop a framework that explains how, contrary to findings from high-income contexts, the experience of climate change and the resulting heightened perception of climate change risk are more likely to increase maladaptive, rather than adaptive responses. These maladaptive responses create “climate traps” –vicious cycles driven by the interplay between decision-makers’ perceptions and ecological feedback loops, which further exacerbate vulnerability. Our framework offers a foundation for understanding adaptation patterns in vulnerable contexts.


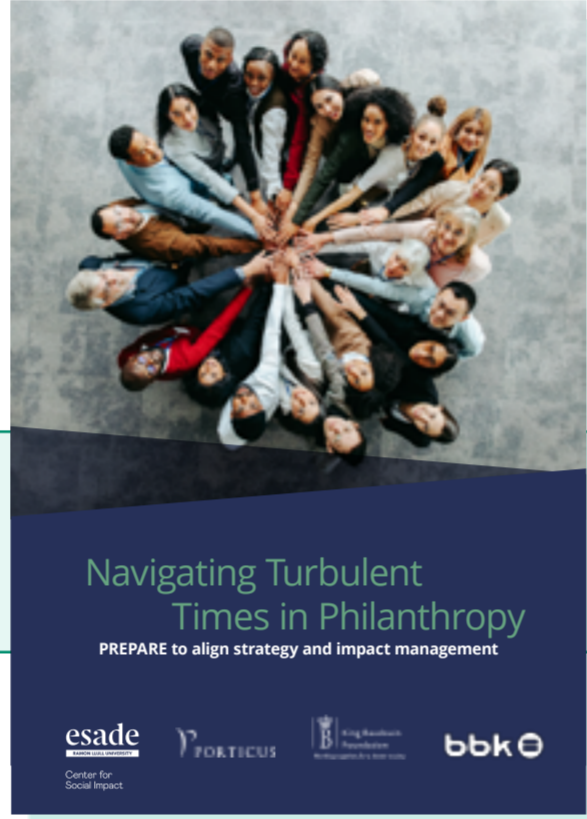


Longoni, A.; Luzzini, D.; Pullman, M.; Seuring, S., *et al.* (2024): **“Social enterprises in supply chains: driving systemic change through social impact”**. *International Journal of Operations and Production Management*, 44(10): 1814-1830.


This article proposes a new understanding of operations and supply chain management in social enterprises, conceived as catalysts for systemic change. Starting from this premise, we distinguish different practices and actors that should be taken into account when studying social impact at different levels. The conceptual framework introduced in the article offers a new avenue for future research and debate among scholars who are located at the confluence of social impact, sustainable operations and supply chain management.

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3.3.2. Knowledge units and their social impact

Within Esade’s knowledge units, **two centers are especially dedicated to researching, driving, and generating social debate on issues related to sustainability, ethics, CSR, innovation, and social impact.** Their most important activities, reports, and initiatives in the 2024–2025 academic year are shown below.

 <p>Esade Center for Social Impact (ECSI)</p>		 <p>Institut d'Innovació Social</p>	
<p>Featured activity</p>		<p>Featured report</p>	
<p>→ The Impact Community. The Impact Community is a dynamic network of students, practitioners, professors, and researchers who leverage their business acumen and vision to maximize societal impact. It is active in areas such as social entrepreneurship, impact investing, diversity, and inclusion.</p>	<p>→ Navigating Turbulent Times in Philanthropy. This publication, developed with insights from the Esade-BBK Community of Practice on Impact Measurement and Management, gathers the perspectives of European funders and their partners to help foundations strengthen the link between strategy and impact evidence. It proposes shifting from a compliance-driven approach to one that fosters learning, adaptability, and more effective use of resources.</p>	<p>→ Talk series on Leadership and Management at NGOs and Nonprofits. This talk series aims to use social debate to help social sector professionals develop their management skills and leadership and innovation capabilities to ensure their organizations’ purposes deliver meaningful social transformation.</p>	<p>→ "Decent Housing, Beyond a Roof. Indicator of the Decent Housing Observatory." This report addresses the development of a decent housing indicator for assessing housing conditions in urban areas..</p>
<p>More information here →</p>		<p>More information here →</p>	

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

Other knowledge units

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

[For more information →](#)

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

[For more information →](#)

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

[For more information →](#)

→ **Esade Center for Economic Policy (EsadeEcPol).** An independent, interdisciplinary think tank focused on building consensus for the introduction of evidence-based public policies. [For more information →](#)



3.3.3. Social debate

At Esade, we promote **dialogue and debate** on global social responsibility and sustainability, involving educators, businesses, government, consumers, media, and civil society organizations. In the 2024–2025 academic year, we pursued this commitment by publishing articles on sustainability in *Do Better* and holding events on our campuses to create spaces to discuss key issues related to social impact and global challenges.

Social debate	2023-2024	2024-2025
Total number of articles in <i>Do Better</i>	180	183
Total number of articles in <i>Do Better</i> about sustainability	59	43
Percentage of articles in <i>Do Better</i> about sustainability	32.7%	23.5%
Number of events offered by the Institute for Social Innovation with sustainability-related content	18	23



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COMMITMENT 2



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→4.1. Transformative education

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

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The campus as an innovation and learning lab





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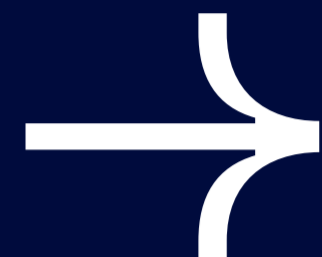
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COMMITMENT 2



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

Commitment



We will make **our campus** a benchmark **learning lab for sustainability** matters.

Specific objectives



1. Use our campus as a **learning lab** to foster the development of a new **sustainability mindset** in our community.
2. Promote learning based on **experiential and transformative education**.

4.1. Transformative education

As an innovation and learning lab, our campus provides a safe and enriching environment that encourages the members of the Esade community to step outside their comfort zone, to cultivate critical thinking and incorporate what they learn into their decision-making. This approach is inspired by the Ignatian pedagogical paradigm, which promotes **transformative education based on experimentation, reflection, and action**.

Through this model, our learning environment enables students to:

1

Question the status quo and frames of reference, developing a flexible mindset that prepares them for change.

2

Reflect on their values and assumptions and on how they can actively contribute to achieving common goals and creating shared value.

3

Examine the way they think, are, feel, and act, understanding that sustainability requires becoming aware of personal values and cultivating empathy and co-responsibility to address social and environmental challenges meaningfully and purposefully.

Some of the most important initiatives and programs illustrating how these principles translate to concrete actions and make a positive impact are highlighted below.

“Our experiential learning methodology prepares our students to take on complex challenges, making an impact on their organizations and helping society progress.”

Joan Rodón,
dean of Esade Business School



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

“CBI4AI takes a very interesting approach to learning. It integrates design thinking to identify and validate real-world problems in order to deliver technologically rigorous solutions. As the name suggests, what makes the program truly unique is its focus on tackling the major ‘challenges’ facing the world. This year, for instance, we worked on water and food supply and urban transportation. This approach affords a rare opportunity for students to work on projects that directly help to build a more sustainable society.”

Jiho Yang, professor and coach for the Challenge-Based Innovation for Artificial Intelligence (CBI4AI) subject

4.2.1. Open-innovation educational projects to solve real-world challenges

The Rambla of Innovation is the hub where Esade’s learning, innovation, and entrepreneurship ecosystems meet. This experimental environment facilitates connections between the academic sphere and the business community, government, and social entities with the aim of tackling real-world social and environmental challenges.

In addition to connecting our students with purpose-driven companies and organizations, the Rambla of Innovation helps to transform Esade’s education model through **transformative practical experiences** that foster the development of creative and entrepreneurial skills in a multicultural context geared toward making a positive impact.

Fusion Point 2024-2025:



One of its most emblematic initiatives is **Fusion Point**, a space to encourage applied research and develop innovative teaching methodologies to solve real-world challenges. In the 2024–2025 academic year, **nine subjects** were taught there, led by Professor Nanita Ferrone, with the participation of **293 students** organized in **52 teams**, who worked on **22 challenges** with the support of **33 mentors**.





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Subject	Students	Challenges	Teams	Mentors
 Challenge-Based Innovation [CBI] – FT MBA	 38	 2	 6	 8
Challenge-Based Innovation for Artificial Intelligence [CBI4AI] – All MSc Programs	36	3	6	8
Technology for Social Innovation [TeSI] - MSc in Business Analytics	28	3	5	5
Innovation Sprint Summer Course	50	2	8	2
Innovation Through Design Thinking - All MSc Programs	38	1	5	2
TU Delft-CERN IdeaSquare Summer School	27	6	6	2
Liberal Arts II: Creativity – Design Thinking x Visual Thinking - BITLASI	48	3	8	2
Prototyping Digital Solutions - BAIB	16	1	4	2
Design Thinking and Innovation in Law - GEL	12	1	4	2
Total	293	22	52	33



4.2.2. Entrepreneurial projects and start-ups with social and sustainable impact

Each year, **eWorks** promotes **co-curricular activities** designed to **support young entrepreneurs** at every stage of their journey. Its mission is to accelerate projects with the potential to become outstanding businesses that can make **a meaningful impact at the local, national, and international level.**

To this end, eWorks facilitates meet-ups with business owners, investors, and mentors, providing an ideal space to find inspiration, learn from real-world experience, share ideas, get feedback, and connect with co-founders, partners, and collaborators.



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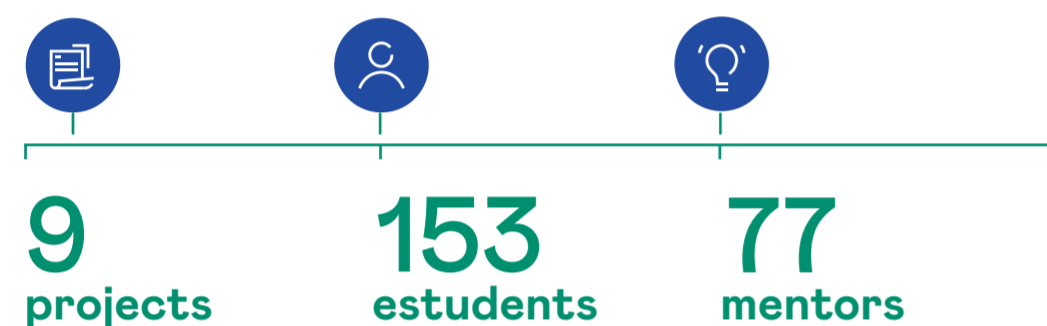
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Since 2023, in addition to the **acceleration program** – already in its 16th edition – it has offered an **incubation program**. In the 2024–2025 academic year, **110 projects** were carried out, with the participation of **153 students** supported by **77 mentors**, solidifying eWorks’s status as a driving force for meaningful innovation and entrepreneurship.

eWorks 2024-2025:



Entrepreneurship program	Projects	Participants	Mentors
eWorks Accelerator	55	85	45
eWorks Incubator	50	50	27
AI Accelerator	5	18	5
Total	110	153	77

Esade BAN is the Esade Alumni investor network, a meeting point for investors and innovative start-ups with big growth potential. In 2024, the network invested **€1.8 million in 22 new projects**, including several with social impact: Airway Shield, QUIXOTIC 360, Smart Agri Labs, Voilà, Nanobots, and Tailor Surgery.



NA.: not available, new indicator

Esade BAN	2020	2021	2022	2023	2024
Investment (in €M)	2.7	3.8	3.1	2.3	1.8
Total start-ups funded	16	27	25	20	22
Socially impactful start-ups funded	NA	NA	9	6	6
Projects reviewed	391	403	481	453	302
Business angels	214	223	238	238	220



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4.3. Promoting learning based on experiential and transformative education

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

This methodology offers a **transformative educational experience** based on collaborative work with, for, and in the community to contribute to the common good by solving real social and environmental challenges, putting the most relevant classroom knowledge into practice. In recent years, we have substantially expanded our offer. In the 2024–2025 academic year, it consisted of a total of **31 editions of 19 SL subjects**.

Students who take these subjects have the opportunity to:

1

Deepen their understanding of the connection between **their professional practice and the responsibility** to contribute to social improvement.

2

Strengthen their **service orientation** by connecting a real need from their community with a concrete action to meet it.

3

Develop **leadership skills** linked to serving others.

4

Gain awareness of the **cross-cutting nature of contemporary problems** and the importance of connections and relationships between different social strata.

Evolution of subjects following the SL methodology and number of students enrolled

The following table shows the growth in the number of subjects and editions, including a remarkable **18.47%** increase in the total number of students to participate this academic year.

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
No. of subjects with SL	9	10	14	16	19
No. of editions	12	14	23	25	31
Total students enrolled in subjects with SL	269	232	591	509	603

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





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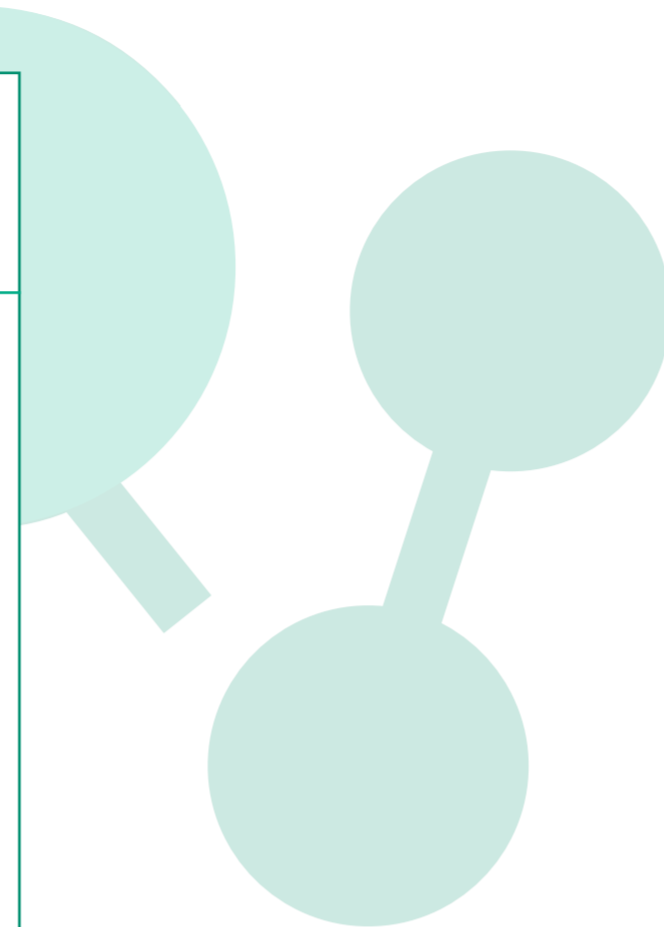
Tech Inclusion

The **subject Tech Inclusion**, led by Professor Ramon García Gay in collaboration with Factoría F5, was offered to Business School and Law School students in their second or subsequent years. This training initiative aims to facilitate access to digital employment for individuals in socially vulnerable situations in Barcelona, i.e., talented, professionally motivated people who nevertheless face significant barriers to entering the technology job market.

The program places the Esade students in an active role as trainers, responsible for designing and delivering workshops on essential digital skills and job-search strategies in digital environments. The training emphasizes the effective use of LinkedIn and other key digital communication tools for employability today, with the aim of **digitally empowering the Factoría F5 participants and enhancing their employment prospects**.

This collaboration between the university, the third sector, and social enterprises aims to make **a tangible impact on the lives of individuals at risk of exclusion**, expanding their access to real professional opportunities.

For the students, Tech Inclusion is a transformative experience: they shed their usual role as students to become instructors in highly socially vulnerable contexts. This change in perspective encourages them to hone their leadership, adaptation, and empathy skills, while also deepening their understanding of diverse sociocultural realities. The program also allows them to learn firsthand about the digital gender divide, an issue that particularly affects female Factoría F5 participants, who must overcome additional hurdles to access training and employment in tech. **Their contribution directly helps to reduce the digital and gender gap**, promoting social inclusion through technology.



4.3.2. SUD Volunteering, SUD Internship, SUD Consulting, and Together programs

Through outreach initiatives included in our curricular offer, we seek to raise awareness and involve our community in activities to promote social justice. Students have the opportunity to participate in four different programs, designed to promote the fair development of people and the environment: SUD Volunteering, SUD Internship, SUD Consulting, and Together.

SUD Volunteering program

This program offers bachelor's and master's degree students the opportunity to participate in the activities of social organizations, whether in the Barcelona metropolitan area during the academic year or abroad in summer. As part of the program, participants receive pre- and post-training to maximize what they get out of their community service and their reflection on the experience. In the 2024–2025 academic year, **39 students** participated in **6 community outreach and service projects** carried out in **9 countries**. One especially outstanding project was Vuela (Fly), a community service and field-learning initiative organized by six member universities of the UNIJES network from across the Iberian peninsula. For example, in the Father Lerchundi Children's Home project in Tangiers (Morocco), volunteers provided support for the summer camp and dining hall.



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SUD Internship and SUD Consulting programs

These programs offer bachelor's and master's degree students the opportunity to collaborate professionally (as part of their curricular internship or master's degree final project) with public and private organizations in the Euro-Mediterranean region, Latin America, Africa, or Asia for a minimum of ten weeks, following a training and selection process. It is a socially impactful experience in a high-commitment, high-involvement, highly demanding environment focused on professional practice. At the end of the program, participants reflect on how this experience has transformed them personally and how it may affect their future decisions.

In the 2024–2025 academic year, **79 students** traveled to **12 countries** to carry out **51 entrepreneurship, consulting, and legal aid projects**.



79
students



12
countries



51
projects



Together program

Launched in 2016, Together is an international program offering support for civic-minded, social economy initiatives led by expert alumni with a three-year time limit. Jointly organized by **Esade Alumni Social** and **Esade SUD**, it combines specialized alumni mentorship with students' intensive experiences in SUD Internship and SUD Consulting programs. An intergenerational, expert initiative, it aims to institutionally strengthen projects seeking to boost their impact on their operating contexts. In the academic year, the program began to provide support for **6 new productive initiatives** in Guatemala, Honduras, Morocco, Mexico, and Peru and recruited 11 new Esade alumni volunteers. As a result, the program has now supported more than **20 organizations** in its more than ten years of operation, with the involvement of **over 50 alumni** from around the world, who undertake multi-year commitments to the projects.

The following two projects exemplify these initiatives:



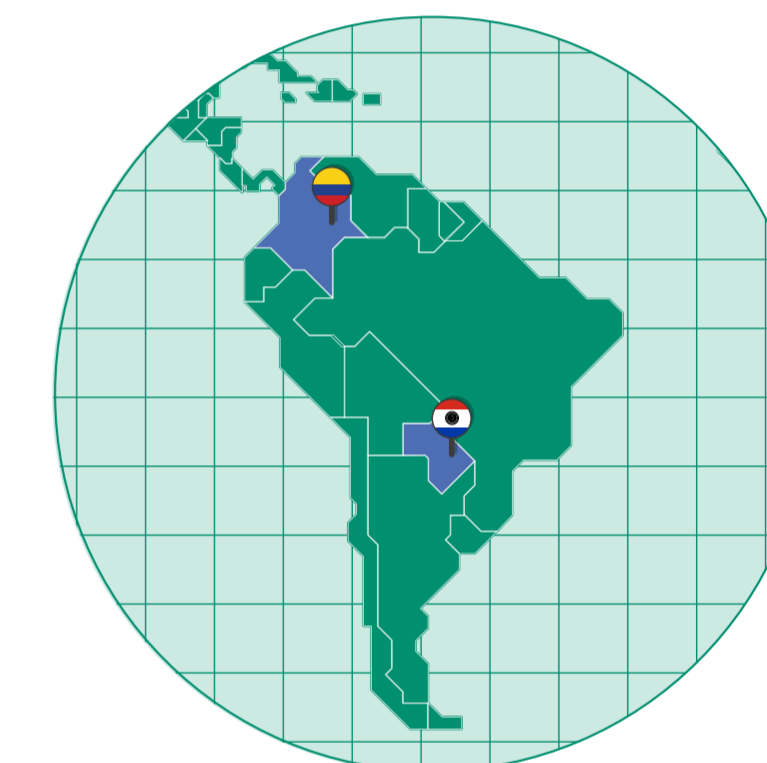
Suyusama, Colombia (BBA students):

Canastas Verdes (Green Baskets) is an initiative of the Suyusama Foundation to build short food supply chains to connect consumers and producers of agroecological products. Students worked on logistical and supply-chain optimization, systematizing processes to eliminate intermediaries, coordinating the delivery of agroecological products from municipalities around the Galeras volcano, and developing a communication campaign to attract new consumers.



Fe y Alegría, Paraguay (GBD students):

Organizational and financial analysis of Fe y Alegría Paraguay and development of a priority matrix to address financial challenges. Development of a proposal for an educational consulting program to improve self-financing, coupled with a strategic plan to increase visibility and find sponsors for the institutional radio channel.



“Ultimately, SUD was a truly transformative and enriching experience. It was not just a short break before getting back to ‘business as usual,’ but rather partially redefined what I want that ‘business as usual’ to be from now on. I came away from it with reinforced values: the conviction that my actions should be guided by empathy and solidarity; the certainty that every profession can be practiced with humanity; and the humility of knowing that you never stop learning from others, no matter how different they might be. In the wake of my experience with SUD,



I feel like my responsibility as a professional has grown: I no longer think only about my own development, but about how I can use what I know to be of service to society. And that will be a factor in every decision I make from now on, whether it's choosing a job or project or even how I treat my friends.”

Alejandro Bardera Sanmartín, Double Degree in Business Administration and Law student, project done at the Natividad de Santa María Parish in Chiquimula, Guatemala



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4.3.3. Student associations with social impact

As part of their educational experience, our students actively participate in a variety of initiatives through different associations. Some of the activities organized by the associations **Oikos Barcelona** and **Empresa i Societat** to promote sustainability and social responsibility are shown below.

Student association. Main initiatives 2024–2025

Oikos Barcelona

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

Empresa i Societat

An association that aims to raise awareness in the Esade community about different social realities, encouraging members to make a positive impact on society.

MAIN INITIATIVES 2024-2025

- **Cooking workshop:** a creative way to have fun and use food to prevent waste and encourage minimizing your environmental impact when cooking.
- **Beach cleanup:** a community-driven event, intended to preserve natural ecosystems and raise awareness of the impact of plastic pollution on coastal environments.
- **Finance think tank:** through a series of open seminars, students had the opportunity to interact with industry experts and learn about sustainable finance practices, including ESG integration, impact investing, and sustainable finance literacy.
- **Tree Tool Kit:** a project to raise awareness and teach children at primary and/or second schools in low-income neighborhoods about sustainability, responsibility, and conscious decision-making.
- **Environmental talk:** by Janina-Moutia Bloom, head of the ESG global team at White & Case. Attendees learned about climate litigation and ESG implementation.

MAIN INITIATIVES 2024-2025

- **Awareness-raising talks:** training sessions in collaboration with the Esade Psychological and Counseling Service (PACS), Amir Salihefendic, and Aryenis Torrealba, designed to promote reflection and awareness of various social and human issues.
- **Volunteering programs:** initiatives carried out in collaboration with seniors (ASTE), schools for children with disabilities (Escola Moragas), and legal assistance projects for migrants (Barcelona Actua), with the aim of promoting social inclusion and support for vulnerable groups.
- **Drives:** food drives, in collaboration with Banc dels Aliments, and toy drives through the Toys & Drive initiative, aimed at supporting families and children in vulnerable situations.
- **Fundraisers:** activities to support various social and health causes, including the fight against breast cancer (Spanish Association Against Cancer, AECC), flood relief in Valencia (Cáritas), Valentine's Day charity events and paddle tennis benefit tournaments for Sant Joan de Déu Hospital, a St. George's Day campaign with the Catalan Association of Family and Friends of Children with Cancer (AFANOC), and a fundraising raffle for Mary's Meals. Together, these efforts raised a total of **€4,747.27** in donations over the academic year.



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

→5.3. Creating partnerships that help drive our sustainability strategy

5 CHAPTER FIVE

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





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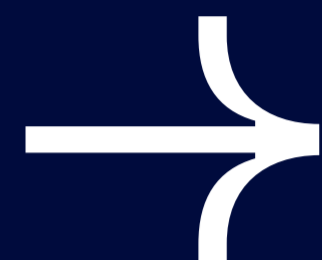
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COMMITMENT 3



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

Commitment



We will position the **people from our community** as true **change agents to transform society and improve the planet** by raising awareness and fostering partnerships.

Specific objectives



1. **Raise awareness in our community** to develop a sustainability mindset through the organization of extracurricular activities.
2. Implement a **communication strategy on sustainability issues** targeted at the different internal and external stakeholders.
3. Forge **partnerships that help drive our sustainability strategy** and promote changes that have a positive impact.

5.1. An ecosystem of social and sustainable transformation

Major global challenges call for collective and collaborative solutions. At Esade, we place strategic partnerships (SDG 17) at the heart of everything we do, promoting cooperation through inspiration, awareness-raising, and action.

We actively listen to our stakeholders and create innovative, transformative initiatives with them. Not only do these partnerships reflect our commitment to change, but they are the key driving force for making a positive and sustainable impact on society.



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

Our commitment to building more just and sustainable societies goes beyond training and social debate. It also takes the form of socially-minded initiatives and actions that allow us **to pursue our mission and values as a community, contributing to the common good.**



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5.2.1. Alumni Social

Our goal is to encourage Esade alumni to actively engage in the construction of a more just society and more sustainable world through their professions.

Since Esade Alumni Social was founded in 2006, more than **4,100 alumni and students** have actively volunteered at over **460 nonprofit organizations**, providing more than **181,000 hours** to pro-bono consulting, advising, mentoring, and other knowledge-based volunteering activities, including **29 international projects** to bolster the productive economy and improve livelihoods in developing countries.

This academic year, the **measured impact of our pro-bono consultants and solidarity hackathons** stands out:

→ **SROI (social return on investment)**: The average annual social return was **€2.97** for every euro invested in pro-bono accounting (2021–2024 academic years), reflecting an increase in efficiency and growth compared to the previous measurement, which yielded an SROI of €2.31 (2017–2020 academic years).

→ **SVI (equivalent in euros of the generated social value)**: The program has generated a total return to stakeholders equal to **€2,948,049**.

To learn more about this information →

Esade Alumni Social highlights

→ 2024-2025

	Total participating volunteers (unique users)	More than 600 volunteers participated in pro-bono consulting activities, solidarity hackathons, volunteer committees, and the Together, Buddy, and Designing Opportunities programs.
	Hours of pro-bono consulting	More than 24,000 hours of support to strengthen the third sector.
	Social entities that received support	47 organizations received pro-bono consulting, including 26 in Barcelona, 5 in Madrid, 9 in other regions of Spain (Lleida, Andalusia, Valencia, Cádiz, Andorra, Galicia, A Coruña), and 7 in other countries (Peru, Colombia, Ecuador, Kenya, Ghana, and Greece). Hackathons: 2 beneficiary organizations, the AMPANS Foundation and the M'BOLO organization (Gambia).
	Together program	6 new projects were launched to support the creation of productive economies in developing countries (Honduras, Mexico, Guatemala, Peru, and Morocco). A total of 11 new Esade alumni signed up as volunteers.
	Alumni Buddy Program	A volunteer program to support first-year bachelor's students at Esade with a view to facilitating their integration, which has recruited 70 alumni buddies .
	Designing Opportunities	Platform for social innovation in developing countries, in partnership with Ayuda en Acción, this year, in Mozambique, with 51 alumni working online for 2 months.

“Last week, we wound down a project that began as a strategic seed for the Save the Children Foundation, a proposal to integrate sustainability and the ESG approach into its institutional mission, with a particular focus on climate justice and children. We recently brought this edition of the program to a close, a major moment that we celebrated with good friends and which included an essential reflection: how do we measure the true value of what we do? Hearing about the Asociación Proyecto Hombre’s (Project Man Association’s) experiences with impact measurement was an opportunity to turn actions into tangible results. Thanks, team, for your rigor, energy, and commitment! And thanks to Save the Children, to Miguel G. Monge and the entire team, for trusting us and allowing us to contribute from within.”

Iván Moreno Orsini,
Innovation Director
at ManpowerGroup,
Executive MBA alumnus



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5.2.2. Pro-bono and social awareness-raising initiatives

The various pro-bono, corporate-volunteering, and community-building initiatives carried out over the year are an exceptional opportunity for members of our community to meet up, strengthen their ties, and get to know people and social organizations working in a range of fields firsthand. **Some of the most important actions undertaken over the academic year are highlighted below** →

“As Stephania’s coach, I was there for her on her journey of discovery of the business world. Our goal was to demystify what it means to work at a company, to empower her, and to show her that this environment was more accessible than she thought. Together, we explored which opportunities she could leverage to hone her skills and qualities and expand her training, offering her an up-close view of how companies really work and debunking the myths that were keeping her from that world. It was a very enriching experience: we were seeking to understand how and where she could fit in, in an unfamiliar environment. At the same time, this experience offered me an inside view of a reality very different from ours. It was a truly beautiful process.”

Núria Ramisa, program manager, Executive Masters and Executive Development Programs

Main pro-bono and social awareness-raising initiatives (2024–2025)



Medical research fundraiser

Every year, Esade holds a **charity breakfast** to raise money for **medical research**. Corporate merchandise is sold at the event, with all proceeds going directly to the cause. The 2024 edition, dedicated to respiratory diseases, was held on all campuses on November 26 and saw a high turnout.



IQS and Esade celebrate Social Justice Day

On November 14, 2024, IQS and Esade jointly celebrated **Social Justice Day**, renewing their commitment to a more just and compassionate society. The event commemorated the eight people murdered at the Central American University (UCA) campus in El Salvador in 1979 for their defense of faith and justice, a turning point in the struggle for peace and denunciation of injustices. The event underscored the responsibility that university institutions have to promote social justice values and help bring about more compassionate coexistence. A total of **four activities** were held, with the participation of around **80 people**.



Social Innovation Agora

With the aim of sharing knowledge and encouraging collective reflection, the **Institute for Social Innovation** held two events during the last academic year, open to the entire Esade community, focused on access to housing. Attracting a total of **50 participants**, the sessions addressed the debate over housing as a right or a privilege and current challenges to guarantee decent housing. They featured academic experts and practitioners from the social sector and provided a space for discussing existing barriers and potential solutions through research and social action, in keeping with the Agora’s mission of bridging the gap between the Institute’s activity and the community and promoting shared reflection.



Volunteering with Fundació Èxit

In October 2024 and January 2025, the Esade community came together to give a helping hand to **young people facing situations of social vulnerability**. For two months, these encounters became places of inspiration and hope: **volunteers shared their experience and motivation, helping the young people** discover their potential and believe in their opportunities. Thanks to the dedication of **three Esade volunteers**, many dreams began to take shape.



Cooperation with Central American Universities

The SUD Stage program offers Esade management staff the opportunity to **collaborate professionally** with organizations with which Esade’s SUD has an ongoing working relationship. In the 2024–2025 academic year, Laura Roig participated in El Salvador, and Jordi Sumarroca in Paraguay. For four weeks, **they helped improve the admission and communications processes at Jesuit universities** in both countries.





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5.3. Creating partnerships that help drive our sustainability strategy

5.3.1. Networking

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

Esade employees are heavily involved in a wide range of regional and business-community associations. Esade also has an extensive network of alliances with universities around the world, making it a high-impact player in the region's internationalization. In the 2024–2025 academic year, Esade had exchange programs with **281 partner schools**, including 145 through the Business School and 136 through the Law School.



281 Partner School



145 Business School



136 Law School

Activity on the Rambla of Innovation to promote social impact and sustainability

Indicators	2023-2024	2024-2025
Number of social impact project partners	28 partners from 10 sectors	27 partners de 13 sectors
Number of projects	13 projects	16 projects
SDGs to which the projects contribute		

Additionally, the Rambla of Innovation partnered with **27 partners**





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Some of the partners and the diversity of sectors with which we were able to carry out the various projects are highlighted below:

	Banking	SantanderX
	Research centers	CERN, CSIC-IDAEA, and European XFEL in Hamburg
	Food	Moritz and Frit Ravich
	Software	Google, Amazon, Miro, HubSpot, OVHcloud, Oracle, F6S, Notion, and Gomry
	Utilities and services	Aigües de Barcelona and ISS A/S
	Education	CEMS and EngageEU
	Third sector	Tech Barcelona, Norrskan, and ATICCO
	Government	Government of Andorra; Spanish Ministry of Science and Innovation; Catalan departments of Business and Labor and of Research and Universities, with the coordination of the Digital Catalonia Alliance (DCA) and Xarxa RDI-IA and the support of i2CAT and the Computer Vision Center (CVC)

5.3.2. Partnerships and alliances

Esade is a member of various networks and alliances in the field of social responsibility, helping it to **strengthen and amplify its strategic sustainability goals**.

Over the past twenty years, it has signed on to several key international initiatives, redoubling its commitment to social responsibility and sustainability. Some of the networks in which Esade participates, enabling it to join forces with global players in promoting cooperation and positive impact, include:



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

The recent launch of AERO, the first European business school network dedicated to decarbonization, stands out in particular. Led by Vlerick Business School, the initiative brings together eight top academic institutions to collaborate on achieving carbon neutrality, sharing best practices and promoting sustainability in the education sector. Esade's participation in AERO further attests to its commitment to training business leaders who are aware of their environmental impact and prepared to drive the transition to a low-carbon economy.



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Our commitment to the planet





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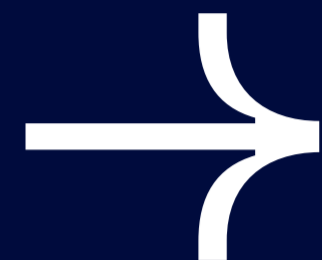
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COMMITMENT 4



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

Commitment



We are firmly committed to taking action, educating, and conducting research to promote meaningful changes that positively impact the planet's regeneration.

Specific objectives



1. **Become carbon-neutral in scope-1 and 2 emissions by 2024**, compared to our 2019 baseline, by offsetting GHG emissions we cannot reduce.
2. **Reduce scope-3, mobility-related emissions by 33% by 2030**, compared to our 2019 baseline.
3. **Acting in purchasing** to promote changes that positively impact the planet's regeneration.
4. **Reduce energy consumption in our facilities by 15%** by the 2025–2026 academic year, compared to our 2019 baseline.

6.1. A community actively engaged in combating the climate emergency

At Esade, we constantly strive to reduce the environmental impact of our activities, **optimizing resource consumption and minimizing waste**. We are committed to further reinforcing these actions, demonstrating real dedication to caring for the planet and collaborating closely with our stakeholders.



The main achievements and best practices implemented in the **2024–2025** academic year are shown below.



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

We continue to **prioritize efforts to reduce emissions**. In the 2024–2025 academic year, we made significant progress:



1. Sustained reduction compared to 2019: we maintained the level achieved and managed to **reduce scope-1 and 2 emissions per student by 87%**, despite the increase in the total number of students.

2. Carbon neutrality: we reached this milestone **after reducing our scope-1 and 2 emissions by 84%** through direct actions, such as installing solar panels and purchasing green energy.

This carbon neutrality covers **all our scope-1 and 2 emissions since 2019**, thanks to our participation in the following offsetting projects:

2.1. ACCREDITED BY MITECO

P1. Mijares project Avila, Spain

2.2. VOLUNTARY MARKET

P2. Pará cycle project, Brazil

2.3. CLIMATE CREDITS FROM THE GENERALITAT

P3. Voluntary emission compensation program



3. Green energy consumption: we make sure that all energy used on the new Madrid campus has a renewable energy **guarantee of origin**.

4. LEED Gold certification for the new Madrid campus: the construction project earned **LEED Gold certification for Building Design and Construction (BD+C)**, a globally recognized rating that bears witness to our commitment to sustainability.

LEED (Leadership in Energy and Environmental Design) certification is based on rigorous standards for the construction and renovation of sustainable buildings. LEED-certified buildings:

- **Reduce greenhouse gas emissions**, helping to mitigate climate change.
- **Lower operating costs** through greater energy efficiency and reduced resource use.
- **Improve quality of life** for their occupants, offering healthier, more comfortable spaces.

5. More sustainable air-conditioning units: **new units were installed in the classrooms** of the **Graduate Building on the Sant Cugat** campus, and five units in **Building 3** were replaced with new systems using environmentally friendly refrigerants.



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6.3. Reducing scope-3 emissions

Reducing scope-3 emissions, mainly those associated with mobility, continues to be one of the greatest challenges for Esade, as they account for a significant proportion of our total emissions. Our commitment is to reduce these mobility-related emissions by 33% by 2030, using our 2019 emissions as a baseline.

In the 2024–2025 academic year, mobility-related emissions stood at levels similar to those of the pre-pandemic period, in absolute terms. However, in relative terms by number of students, we achieved a **20.18% reduction** compared to the 2019 baseline period.

Implementing the campus-wide **Commuting Plan** remains critical to reducing the environmental impact associated with mobility. Some of the main initiatives undertaken include:

Increase in the number of **parking spaces** for electric vehicles and personal-mobility devices.

Building	Av. Torre Blanca	Av. d'Esplugues	Av. Pedralbes	Marqués de Mulhacén	Valle de la Fuenfría
Bicycle	77*	15*	12	12	5*
Scooter	36	18	12	12	6
Electric car	14	2	-	-	24
Scooter	4	-	-	-	-

Updating of the commuting plans for the Sant Cugat and Barcelona campuses to include **new proposals for improving our sustainable practices.**


GHG Emissions (t CO ₂ eq)	Baseline year 2019	2022-2023	2023-2024 ^(*)	% change baseline year	% change previous academic year
Total scopes 1 and 2^(*) (t CO ₂ eq)	2,041.789	334.330	346.130	-83.05%	+3.53%
Total scopes 1 and 2/ student^(**)	0.314	0.046	0.042	-86.54%	-7.48%
Scope 3 (category 3)^(*)	6,244.52	6.163.86	6.278.66	+0.55%	+1.86%
Scope 3/ student^(**)	0.961	0.843	0.767	-20.18%	-8.97%

(*) This report gives estimated emissions data for the 2023–2024 academic year since the data for the 2024–2025 academic year are not yet available. The data refer to 2019, as opposed to the 2019–2020 academic year, since that academic year was atypical due to the pandemic and, therefore, is not representative for the purposes of comparison.

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

A sustainable mobility **awareness-raising campaign**, consisting of a brochure on the most sustainable options for getting to campus and a video shown on screens, on the employee and student intranets, and in the handbook for international students.



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6.4. Acting in purchasing to regenerate the planet

Our purchasing policy and relationship with suppliers are core pillars for **engaging our entire value chain with the objectives of decarbonization and regenerating the planet**. Our goal is for 50% of the volume of purchases (by value) to be made according to ESG criteria by the 2025–2026 academic year. In the 2024–2025 academic year, we made progress, increasing this share from 39.12% to **39.41%**.

Some of the main actions carried out include:

- 1. Monitoring of the supplier evaluation system** based on sustainability criteria, including a scoring system to measure performance.
- 2. Sustainable dining certification:** the catering service has earned **Bureau Veritas** certification on all Esade campuses. This rating is proof of our commitment to responsible catering, based on:
 - Efficient resource use.
 - Reducing waste.
 - Local sourcing.
 - Use of seasonal ingredients.
 - Considering the well-being of our daily diners.

3. Promoting circularity: all renovation work on the Madrid campus and for the new classrooms on the Sant Cugat campus has been carried out according to **sustainability criteria and using cradle-to-cradle** materials, both for construction and in the purchase of furniture, consistently prioritizing materials with the lowest possible environmental impact (e.g., glass, ceiling panels, eco-friendly paint, and custom-made furniture).

These initiatives allow us to move toward a **more sustainable and resilient supply chain** and lay a solid foundation for achieving our goals in the coming academic years.



6.5. Reducing energy consumption

In the 2024–2025 academic year, **electricity consumption increased 2.25%**, and **gas consumption increased 12.32%** compared to the previous academic year. This increase, despite the measures taken, is mainly due to the **inclusion of new spaces**. In the 2022–2023 academic year, the Graduate Building’s total consumption was added, entailing an increase of 31,300 m², or **32% more total surface area**.

The main energy-consumption indicators are shown below:

Energy consumption (in kWh)	Baseline year 2019	2022-2023	2024–2025	% change baseline year	% change previous academic year
Electrical energy	6,546,561	6,425,495.94	6,569,914,64	+0.36%	+2.25%
Natural gas	2,897,471.65	1.782.742,54	2,002,458.86	-20%	+12.32%





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Commitment to reduce our energy consumption

We will continue to make progress on our goal of reducing energy consumption at our facilities by 15% by the 2025–2026 academic year, taking the year 2019 as our baseline period.

To achieve this, we are implementing various strategic actions:

1. **Installation of solar panels** on the Graduate Building.
2. **Implementation of the plan to replace lighting with LED technology** to improve energy efficiency.
3. **Upgrading of air-conditioning units**, installing new systems in the classrooms of the Sant Cugat campus Graduate Building and replacing five units in Building 3.
4. **Monitoring of the Energy Efficiency Plan**, ensuring targets are met and identifying new opportunities for improvement.

These initiatives bring us closer to our goal of significantly reducing the energy impact of our operations and advancing toward more sustainable resource management.



6.6. Other important environmental management measures

Just as important as shrinking our carbon footprint are the actions aimed at decreasing paper use and water consumption (our water footprint), improving waste management, and strengthening our biodiversity policy.

The consumption indicators are shown below:

- Water consumption:** Esade has continued to implement measures to optimize water use, both with regard to irrigation and by replacing bathroom faucets with models equipped with aerators. It has also made technical improvements to the supply inflow circuit on the Sant Cugat campus.
- Paper consumption:** Consumption remained at normal levels, in line with the activity carried out, and was equivalent to that recorded the previous academic year.
- Waste generation and treatment:** The significant reduction in the waste percentage is due to the large amount generated the previous academic year as a result of the construction work on the Madrid campus and creation of new classrooms in Building 8. This situation did not extend into the 2024–2025 academic year.

	2023-2024	2024-2025	% change
Water consumption (in m³)	19,378.29	16,439.86	-15%
Recycled paper consumption (in t)	5.50	5.44	-1.09%
Waste generation and management (in kg)	190,001.95	101,501.5	-93.92%

Other initiatives:

- **Emissions audit and registration:** Esade's emissions calculations are audited by **TÜV Rheinland** and were registered with the Spanish Ministry for Ecological Transition and Demographic Challenge (**MITERD**), enabling the institution to obtain the **Reduzco** (I Reduce) seal.
- **Voluntary agreements:** enrollment in the **Catalan government's** decarbonization programs, as part of **Ramon Llull University's** decarbonization plan.
- **Sustainable mobility and events:** prioritization of sustainable hotels for travel, commuting, and events.
- **Emissions offsetting:** redemption of **Qatar Airways** frequent flyer points to purchase carbon credits.

→ Donation of furniture and computer equipment:

- To the **M'BOLO** association in **Gambia**: 32 cabinets, 43 tables, 2 bar tables, 31 wheeled office chairs, and 11 sofas.
 - To **Valencia**, for the flood recovery effort: 40 tables, 89 wheeled office chairs, 97 chairs without wheels, 39 cabinets and chests of drawers, 14 coat racks, and 5 kitchen cabinet units.
 - To the **La Kalle cultural association** (Madrid): 34 computers and 31 peripheral devices.
- **Biodiversity:** continued collaboration with the **Sant Cugat Town Council** on the monitoring of fauna in various areas and its evolution, with the undertaken actions yielding positive results. This information is included in the records of the **Granollers Natural Science Museum**.





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COMMITMENT 5



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The Esade community





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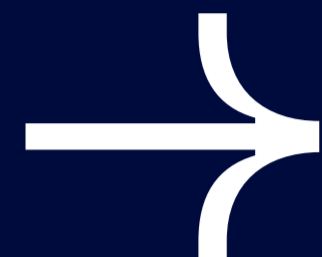
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COMMITMENT 5



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

Commitment



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

Specific objectives



1. Guarantee the comprehensive mainstreaming of **diversity, equity, and inclusion criteria** across the institution.
2. **Improve gender equity** and non-discrimination through representation among employees, in management positions, and on governing bodies.
3. **Improve the well-being of the people who make up our community**, measuring progress every two years by conducting a climate survey.
4. **Activate listening processes and safe spaces** to ensure that our behavior is aligned with our institutional values.

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

People are our institution's most valuable asset. Accordingly, we are committed to ensuring they have an environment whose **guiding principles** are **holistic well-being, diversity, equity, and equal opportunity**.

Our educational community is made up of students, faculty, and staff, but also all other people who are involved in our activity and share our values. Together, **we work with sensitivity, empathy, and commitment to further social and environmental justice**.

Our priorities include mainstreaming diversity, equity, and inclusion across all our actions, promoting gender equality, caring for the well-being of the people who make up our community, and creating spaces and dialogues that reflect our firm commitment to these values.





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




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

Esade promotes a set of initiatives and programs aimed at ensuring a diverse, equitable, and inclusive environment, including the Scholarship Program, the First-Year Experience program, the Equality Plan, curricular adaptations, and Esade Magistri.

 Our students	2022-2023	2023-2024	2024-2025
Total Business School students	4,104	4,135	4,489
Total Law School students	1,391	1,673	1,667
Total Executive Education participants	9,243	10,836	7,550
Total Esade students	14,738	16,644	13,706

 Our professionals	2022-2023	2023-2024	2024-2025
Faculty	548	645	785
Staff	526	537	561
Total Esade employees	1,074	1,182	1,346

2024-2025	 % Women	 % International students	 Total nationalities
Total Business School students	42.62%	72.35%	108
Total Law School students	63.35%	23.46%	62
Total Executive Education participants	33%	24%	80
Total Esade students	40%	40%	126

2024-2025	 % Women	 % International students	 Total nationalities
Faculty	35.67%	24.59%	46
Staff	76.11%	19.97%	35
Total Esade employees	52.53%	22.66%	53



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

The Talent Scholarship Program is a strategic pillar of our institutional mission, designed to attract and train students with high academic and professional potential, regardless of their socioeconomic situation. Through the combined effort of Esade and our donors, in the 2024–2025 academic year, we allocated a record-setting **€5.4 million** to **295 scholarships**.

Esade provided 70% of the funding, while the remaining 30% was made possible through the generosity of corporate and private donors. We also continued to broaden the scope of our support: on average, the scholarships covered 86% of the cost of bachelor's and double degree programs, the highest percentage to date, with this figure climbing to 91% in the case of first-year students. These results further bolster Esade's commitment to academic excellence, inclusion, and equal opportunity.

Scholarship Program	2021-2022	2022-2023	2023-2024	2024-2025
Number of scholarship students	287	307	295	295
Amount invested (in €M)	4	4.6	5	5.4

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

“As an Esade scholarship student, I can only express my most heart-felt thanks. Like that of so many others, my story is one of someone with enthusiasm and drive, but not the necessary financial resources. Thanks to the Esade Foundation and its Scholarship Program, I was able to fulfill my dream of studying at Esade and getting an education at this exemplary institution. Moreover, not only did the Scholarship Program allow me to pursue my studies, but also to take full advantage of other university opportunities, such as exchange programs, through the award of an additional scholarship that enabled me to benefit from a highly enriching experience, both academically and personally. It is truly humbling to think that the Esade Foundation, along with donors who have never met me, decided to support me this way. That gesture has changed my life and inspires me to always give my best. For all that, I can only express my bottomless gratitude.”

Carla Gironès García,
University Master's Degree in Legal Practice student, specializing in Labor Law and People Management Consulting



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7.2.2. First-Year Experience: welcoming our new students

This program is designed to offer **the warmest possible welcome to first-year undergraduate students**, especially students from other countries. A variety of activities are offered throughout the academic year to facilitate their integration into the academic community, including adaptation workshops, day trips to explore the surrounding area, and mentoring spaces and support groups to foster connections and well-being.



Activitats destacades del programa *First-Year Experience*

Participants

Excursion to Montserrat (September 14 th 2024)

205

Alumni Buddy Program

90 students and 79 buddies



7.2.3. Curricular adaptations to create an inclusive environment

In the 2024–2025 academic year, **83 new curricular adaptations** were implemented in 17 of our programs. Of these, 77 were permanent and 6 were temporary. Curricular adaptations are modifications or adjustments to the standard educational offer to address students' special or specific educational needs. These measures are designed to address the functional diversity present in university classrooms, providing an agreed, coordinated, and inclusive response to the various situations that may arise.

7.2.4. Esade Magistri: staying connected after retirement

Launched in 2023, Esade Magistri is a place for meeting and reflecting that has already brought together 70 people. The group **encourages our professionals to stay connected with Esade after retirement, promoting knowledge exchange and a sense of community**. It aims to keep the link with academic life and the school's values alive.

First-Year Experience program highlights

→ 2024-2025

Tribute to Joan N. García-Nieto

Jesuit, intellectual, and activist, Joan N. García-Nieto dedicated his life to defending the dignity of work and the most vulnerable. He left a profound mark on Esade through the creation of the Department of Social Sciences and the Institute for Labor Studies. On May 5, Esade paid tribute to him with the presentation of the book *Un món que és urgent transformar*, published to commemorate the 30th anniversary of his death. The publication offers an updated reading of his texts and reflections, adapted to contemporary challenges, reaffirming the enduring relevance of his humanist and transformative legacy. Some **60 people** attended the event.

Tour of the Barcelona Supercomputing Center

On June 19, **30 people** from our community participated in a tour of the Barcelona Supercomputing Center (BSC). As part of the activity, attendees learned about the MareNostrum supercomputer, located in the historic Torre Girona chapel, as well as the main applications of high-performance computing in strategic fields such as life sciences, climate change, and big data analytics. The tour also highlighted the BSC's role as a European leader in technological innovation, its participation in international projects, and the development of advanced solutions such as quantum computing.



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7.3. Improving gender equity

Esade is committed to gender equality and has included diversity as a core value in its Code of Conduct. This commitment is reflected in our research, the education we offer, and the mainstreaming of gender equality principles across all areas of the institution.

7.3.1. The Esade Equality Plan

The Esade Equality Plan targets all employees and has four objectives:

- 1 To promote gender equality in recruitment, selection, retention, and professional development.
- 2 To foster gender equality in decision-making bodies and processes.
- 3 To integrate the gender dimension into research content and innovation.
- 4 To raise awareness of gender equality and sexual misconduct.

In the 2024–2025 academic year, the following measures were taken:

- **Recruitment with a gender perspective.** The number of women employees increased 12.6%, from 628 to 707. However, the increase in male employees was proportionally larger, causing female representation among employees to fall slightly, from 53.1% to 52.5%.
- **Gender balance on recruitment, selection, and promotion committees,** with greater representation of women:
 - Business School and Law School selection committees (57% women).
 - Business School and Law School promotion committees (55% and 67% women, respectively).
- **Integration of the gender dimension into teaching and research content,** incorporating training courses on the gender perspective for doctoral students.

- Pilot workshop on **inclusive language**, aimed at raising faculty awareness of the importance of integrating this approach into communication. An inclusive language guide was also developed, which will be shared with the community during the 2025–2026 academic year.
- Development of the **Faculty Diversity and Inclusion Plan**, with the aim of addressing the specific challenges identified in the implementation of Esade’s Gender Equality Plan. As part of this effort, an inclusive hiring workshop was held.
- In April 2024, a training session on **preventing harassment** was prepared, to be offered to all employees during the 2025–2026 academic year.

Training actions	Target	Participants	Total hours
Inclusive Hiring	Faculty	20	40
Inclusive Language	Faculty	14	21
Preventing Harassment	Staff/ Faculty	406	609





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Gender equity	2022-2023	2023-2024	2024-2025
Percentage of women on the Executive Committee	53.85%	42.86%	33.33%
Percentage of women in administrative management positions	33%	38.88%	42.85%
Percentage of women in academic decision-making bodies	30%	37.14%	40.20%
Percentage of women researchers in the core faculty	42%	41.77%	40.48%
Percentage of women employees	55.77%	53.13%	52.53%

Finally, the **gender gap** indicator has fallen to 13,40% as a result of the implementation of the new pay policy. The existing gap is concentrated among faculty due to historical structural factors. To reduce it, we continue to apply the principle of equal pay for work of equal value, coupled with policies to encourage the development and promotion of the underrepresented gender. The recruitment policy and retirements expected in the next four years will also help further shrink the gap.



Pay equity, as measured by the ratio between the highest and lowest salaries, stands at 12.14, reflecting less pay dispersion. This change is mainly explained by the increase in the lowest salaries and/or containment of the highest salaries, in keeping with equity policies.

Pay equity	2021-2022	2022-2023	2023-2024	2024-2025
Pay gap	26.70%	26.80%	18.23%	13.40%
Pay equity among all employees	15.48	15.21	14.92	12.14



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7.3.2. Academic programs promoting women's leadership in senior management

The programs promoted by the Spanish Confederation of Business Organizations (CEOE), with Esade as the leading academic partner in their implementation, remain a notable success. These programs aim to encourage women's advancement to positions of greater responsibility throughout the different stages of their professional development. As a result of their effectiveness, a comprehensive pathway has been established, ranging from early career profiles, addressed through the Proactiva program, to women advancing toward board positions, through the Consejeras program.

“Being part of Progresa is a constant source of inspiration. It is a way to challenge yourself to keep growing professionally, with the support of the best and most innovative educators in an environment that allows you to build a network of contacts with brilliant women from a variety of fields and companies. I look forward to the opportunity to participate in the next program, linked to the Promociona track.”

Elena Muñoz Rodríguez, Mapfre,
Gran Canaria Regional Director

These programs include:

- **Consejeras:** The second edition of this program, launched in 2024, included **26 women** from 23 companies.
- **Promociona:** Since its inception in 2013, 13 editions of this program have been held, the most recent one drawing **109 women** from 69 companies.
- **Progresa:** Since its launch in 2019, 7 editions have been held, with **110 women** from 53 companies participating in the most recent one.
- **Proactiva:** A total of **62 women** from 21 companies have enrolled in the third edition of this program, started in 2023. The edition is scheduled to begin next academic year.

“Completing Esade’s Progresa training program was a transformative experience. I acquired practical tools that are helping me boost my career and lead with greater confidence. Additionally, the team, including both the faculty and my fellow participants, was exceptional, creating a collaborative and inspiring learning environment. I would recommend this program to anyone seeking to reach their full potential.”

Esther Cocero Navarro, Bachelor in Business Administration, , Local Director of Information & Data Security, Client Solutions



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

At Esade, we have a holistic and comprehensive understanding of our community's well-being. We thus strive to provide continuous, personalized support and promote a safe and healthy environment. This commitment includes providing training for personal and professional development, implementing measures to facilitate work-life balance, promoting mutual respect, and ensuring consistency with our values and ethical principles.



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7.4.1. Developing competencies and values

Competencies development and values training have a direct impact on people's satisfaction, strengthening their sense of belonging to the Esade community and enhancing their overall well-being.

Our training offer covers three key areas: identity and mission, development in various areas, and specific teaching skills.

“The program was a transformative experience. It is not just a management course where you work based on a practical perspective of finance, human resources, projects, etc., but rather one that takes a unique approach grounded in Ignatian leadership, in a profoundly human perspective, based on the four ‘Cs’ of Jesuit leadership: competence, conscientiousness, compassion, and commitment. Plus, sharing this experience with professionals from other Jesuit universities forges very strong bonds, which open up opportunities to collaborate and do things together.”

Xènia Guàrdia, director of Quality, Accreditations, and Rankings, UNIJES Management Training participant

Training in competencies and values

	Target	Participants	Total hours
Training on identity and mission: Getting to know Esade's values; Loyola-Salamanca training; management training; Ignatian leadership; provincial training on identity and mission	Staff/Faculty	118	1,617
Training and development: on-boarding; cybersecurity; data security; academic management; project management; Esade graduate programs; ad hoc programs; online training: GoodHabitZ platform; languages	Staff/Faculty	688	5.315
Training in specific skills for teaching: In-class delivery; Using AI for teaching; Diversity, Equity, and Inclusion (DEI) in the classroom; foreign language training	Faculty	313	1,301

Esade promotes training programs on identity and mission, which are deployed on different levels and with different degrees of depth with the aim of endowing the entire community with a progressive, shared understanding of the institutional project. These initiatives, which have been in place for years, support employees in a process of continuous reflection, integration, and appropriation of the values underpinning Esade's academic, professional, and organizational performance. They are further intended to generate a common language that facilitates collaboration and consistency across the institution's various areas.

“The training weeks at Loyola and Salamanca allowed me to rediscover that my work as a teacher is part of a much larger project, capable of making a real social impact. They made me feel like part of a community that shares values and a common path, geared toward educating conscious, competent, compassionate, and committed leaders. They also helped me understand that the legacy of St. Ignatius and the Jesuit pedagogical model are still profoundly transformative today, despite having originated in the 16th century.”

Glòria Baiget, professor, Department of Data, Analytics, Technology, and Artificial Intelligence, and Basic UNIJES Training participant



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7.4.2. A safe environment: kindness, respect, and prevention

Esade has joined the Safe Environment System promoted by the Society of Jesus and implemented at all its universities and residence halls in Spain. This system seeks to foster a culture of kindness and mutual respect with a view to creating a safe environment to ensure the well-being and protection of all, especially those who may find themselves in more vulnerable situations.



Kindness and respect as fundamental pillars of coexistence

7.4.3. A healthy environment

The most important actions taken in the 2024–2025 academic year to facilitate the holistic well-being of our community are shown below.



Health & Well-being Program

This program promotes a holistic and proactive approach to health, offering initiatives to foster the physical, mental, and emotional well-being of the entire educational community. Through diverse activities, we seek to create an environment that inspires healthy habits and fosters connection. Some of the most important activities include:

- **Talks and workshops** on self-care and mutual care, providing practical tools for everyday life.
- **Wellness activities**, such as yoga sessions and spiritual retreats, designed to promote relaxation and personal balance.
- **Psychological support service**, offering professional assistance in times of need.

Over the academic year, several initiatives were offered to raise mental health and wellness awareness, including:

Initiative	Target	Participants
Physio Express	Students	131
Paint Your Emotions	Students	16
Nutrition: Health Detox	Students	31
Exploring Our Brain	Students	15
Hatha Yoga	Students	10
Wim Hof	Students	8
Yoga sessions	Staff/Faculty	47
Holistic Wellness Plan	Staff/Faculty	90
Stopping to Move Forward	Staff/Faculty	36



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Work-life balance

At Esade, work-life balance is a core component for improving our community's well-being. To this end, we offer employees various measures, such as **guidance and personalized assistance** – particularly valuable for employees coming from abroad, who receive assistance with administrative procedures and matters related to accommodation and schooling. We also encourage **flexible work hours and hybrid work arrangements**, such as voluntary working from home.

To date, the work-life balance measures implemented under the current Equality Plan have been expanded to include new leaves, such as **parental leave** and **four days of paid leave per year for reasons of force majeure**.

The Equality Plan assessment revealed a considerable number of women with family caregiving responsibilities. The data for the 2024–2025 academic year confirm that these responsibilities continue to fall primarily on women, as reflected in **reduced working hours** and **leaves of absence**, while **childcare leaves** are distributed more evenly, although with **shorter durations for men**.

Work-life balance figures (2024–2025)

Leaves of absence

- 27 maternity leaves
- 16 paternity leaves
- 4 partial paternity leaves

Reduced working hours to care for children

- 19 women
- 2 men

Childcare leaves

- 5 women

These data reflect the persistence of gaps in the assumption of caregiving responsibilities, especially with regard to those measures with the greatest impact on careers.



7.4.4. Esade employee climate survey

Every two years, Esade conducts a climate survey and psychosocial assessment to identify and prevent risks related to organizational and social factors that could affect employee health and well-being.

In the 2024–2025 academic year, the **psychosocial survey** was carried out, with a response rate in line with the previous edition's (2022–2023). The overall results show improvements in **6 of the 9 assessed risk factors**. Work is currently underway to develop proposals for preventive measures to reduce exposure levels to these factors.

In parallel, in the previous academic year, **action plans** were drawn up in the various units, once the results of the **climate survey** conducted in the 2023–2024 academic year had been analyzed and shared with the teams. As a result, **11 general proposals** were made, aimed at improving key aspects, such as inter-area coordination, management and organization, the Institutional Strategic Plan, trust and consistency, recruitment and on-boarding, and training and development.

These actions bear witness to the institutional commitment to continuous improvement of the work environment and well-being of the Esade community.



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7.5. Activating listening processes and safe spaces to align our behavior with our institutional values

Values workshops:



We are a diverse community united by a shared purpose: helping to build free, egalitarian, and sustainable societies. To this end, Esade strives to provide spaces to meet, talk, and reflect so we can examine our role as change agents and further integrate the institution's purpose into our everyday practices.

These moments of reflection are essential to **strengthen community bonds**, create spaces of trust, and address key issues that guide our academic, professional, and organizational actions. In this context, over the 2024–2025 academic year, four types of workshops were held, designed to help the community achieve various levels of understanding and involvement in relation to the institutional identity and mission, with the overall aim of strengthening our commitment to sustainability and making a positive impact on society. In all, **12 editions** of these workshops were held, with the participation of **212 people**.

One new highlight this academic year was the launch of the first edition of the **Mission Community** workshop, an initiative that enables participants to engage more deeply and consciously with the mission, values, and purpose that guide the organization. A total of **28 people** participated in the first edition, laying the groundwork for the continuation and expansion of this space for collective commitment.



Workshop	Venue	Number of editions	Participants
Values Workshop 1: Getting to know Esade's values	La Cova de Manresa (Barcelona) and Los Negrales (Madrid)	6	115
Values Workshop 2: Reflecting on those values	Borja Center (Barcelona)	2	40
Values Workshop 3: Putting them into practice	Migra Studium (Barcelona) and Esade Madrid (Madrid)	3	29
Mission Community	La Cova de Manresa (Barcelona)	1	28

"I believe that this type of training is a valuable opportunity to understand the meaning and significance of the institutional mission and to recognize how it translates to everyday academic and professional life. These programs create spaces for reflection that encourage participants to consider their own role within the community. In my experience, these initiatives strengthen internal cohesion and foster a more authentic commitment to the values that guide Esade's educational project."

*Marta Vilajoana,
Director, Masters & Open Programs, Executive Education Office*



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

Drawing inspiration from the Jesuit tradition, we facilitate processes to help people **discover their purpose and cultivate their dimension of meaningfulness**, allowing them to live and lead more authentically. It is a “spirituality” that spontaneously evokes inner life and self-knowledge, but also a shifting away from the more egocentric self that fosters a deep appreciation for others and for nature.

For some, this decentering also entails an opening to broader dimensions of existence, awakening a sensibility conducive to connecting with what gives life meaning, direction, and depth. Ultimately, it is an enriching dialogue, based on openness and genuine respect for difference, which allows us to adapt our approach to the context, to the needs, and unique characteristics of each person with whom we interact.

These spaces offer a valuable pause in our students’ and participants’ daily routine, enabling them to take a moment to stop, reflect, and find inspiration for their careers and life purpose. Providing them with these opportunities for self-knowledge and listening enhances their capacity for discernment and broadens their personal and academic horizon.

Highlights from the 2024–2025 academic year

Capstone: Leadership, Values, and Self-Knowledge: An integrative course at the end of the BBA program that encourages students to engage in different practices and exercises to discover how to make decisions that bring them inner peace and create harmonious relationships with the people around them and with the planet.

Ikigai workshop: This activity brought together students of various nationalities and ages, encouraging them to take a moment to reflect and reconnect with their purpose. Using practical tools, they explored their talents and passions, the needs of the world, and their own fears with the aim of advancing in their search for a life purpose that allows them to live and lead more authentically.

Regenerative retreat: Based on Ignatian spirituality, it offers tools for personal growth through Western and Eastern wisdom practices adapted to today’s leadership context.

Advent retreat: A time to prepare for Christmas, held at the Manresa Spirituality Center.

Lent retreat: A time to prepare for Easter week, held at Sant Pere de les Puel·les (Barcelona).

“The retreat taught me that sustainable change and transformation come from deep self-reflection and that true wisdom and success lie in enjoying and appreciating every step along the way, no matter how long or tedious it might be.”

	Target	Date	Participants
Students	Students	From June 25 to July 3, 2025	388
Students	Students	April 5 and 6, 2025	9
Executive Education participants		Barcelona: February 22 and 23, 2025	5
		Madrid: March 22 and 23, 2025	21
Staff/Faculty	Staff/Faculty	December 13, 2024	10
Staff/Faculty	Staff/Faculty	April 3, 2025	11

Leandro Teixeira, Executive Master in Business Analytics 2023–2024 alumnus and regenerative retreat participant



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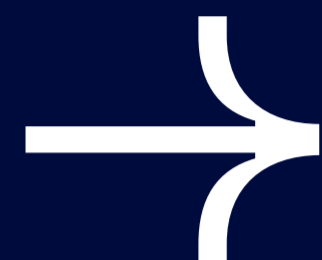
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COMMITMENT 6



We undertake to act ethically and responsibly throughout our organization.

Commitment



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

Specific objectives



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

8.1. Ethical, responsible, and transparent culture and governance



Esade reviews and promotes its corporate policies to continue strengthening its corporate ethics and regulatory compliance model, which is backed by the commitment of its Board of Trustees and its crime prevention model, formally approved in 2021. Some of the key points of **Esade's corporate ethics and compliance model** are described below:

- The **Esade Code of Ethics and Code of Conduct** sets out our values and founding mission, as well as the conduct expected of all members of the Esade community and any third parties with ties to the institution. It is published on the corporate website.
- **Compliance system.** The various parts of the crime prevention model are regularly updated to reflect changes in the applicable law. Esade's compliance model is outlined in its **criminal risk prevention policy and manual**, both of which are available on the corporate intranet.
- The **whistleblowing channel**, known internally as the "Ethics Channel," was reviewed in the 2022–2023 academic year to ensure compliance with the Spanish Whistleblower Protection and Anti-corruption Act. It is hosted on a third-party platform to offer whistleblowers greater security and confidentiality guarantees and is duly announced on the corporate website.



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Bodies responsible for monitoring and enforcing the crime prevention model

Compliance Body. Body tasked with overseeing and enforcing the crime prevention model, formally appointed by the Esade Board of Trustees. This body issues and annually reports on the Annual Compliance Report to the Esade Foundation Board of Trustees.

Ethics Committee. Body tasked with managing the Ethics Channel (whistleblowing channel), whose members are likewise appointed by the Esade Foundation Board of Trustees. In the 2023–2024 academic year, this body's composition remained unchanged from the previous academic year.

Compliance Area. It continuously monitors the issuance and/or review of corporate policies for building a sound corporate ethics and regulatory compliance model. It also promotes the implementation of timely communication campaigns to disseminate corporate regulations.

On **February 23, 2024**, the Esade Foundation obtained **official certification of its Information Security Management System (ISO 27001:2022) and Information Privacy Management System (ISO 27701)**. This certification is reviewed annually through the corresponding audit, in line with the Foundation's commitment to information security and privacy.

Also of note was the presentation to the members of the Esade Foundation Board of Trustees of the Annual Compliance Report, which offers a breakdown of the regulatory compliance activities undertaken, as well as a summary of the types of reports made and issues dealt with through the Ethics Channel.



Reports to the Esade Foundation Ethics Committee → 2024-2025

Type of report	2023-2024	2024-2025	% change
Conflict of interest	10	6	-40%
Question or concern	4	3	-25%
Complaint	3	5	67%
Total	17	14	-18%

Reporting channel	2023-2024	2024-2025	% change
Online channel	15	12	-20%
Independent expert	0	1	100%
Internal information system manager	2	1	-50%
Total	17	14	-18%





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Esade Foundation Board of Trustees

The ESADE Foundation Board of Trustees is the foundation’s governing and administrative body, responsible for representing and managing it. It has a minimum of 6 and a maximum of 20 members. The current composition of the Board of Trustees is available at this [link](#).

Board of Trustees	2023-2024	Percentage %	2024-2025	Percentage %
Women	6	33%	7	41%
Men	12	67%	10	59%
Total	18	100%	17	100%

The Board of Trustees has all the powers attributed to it by the bylaws and, in general, those required to achieve the foundation’s purposes, with no exceptions other than those established in the applicable legislation and its bylaws.

The Board of Trustees may delegate to one or more of its members the exercise of all or some of its powers jointly, by majority, or severally, except for those which may not be delegated, and may appoint all manner of general or special proxies. It may also appoint and remove, from among its members,

executive vice-presidents to work closely with the president in specific areas and create ad hoc committees.

The Economic-Financial Department reports annually on the foundation’s financial situation, formally presenting the year-end financial statements together with the external auditors. The Audit Committee oversees the Esade Foundation’s annual accounts, which are externally audited and submitted to the Board of Trustees for approval.



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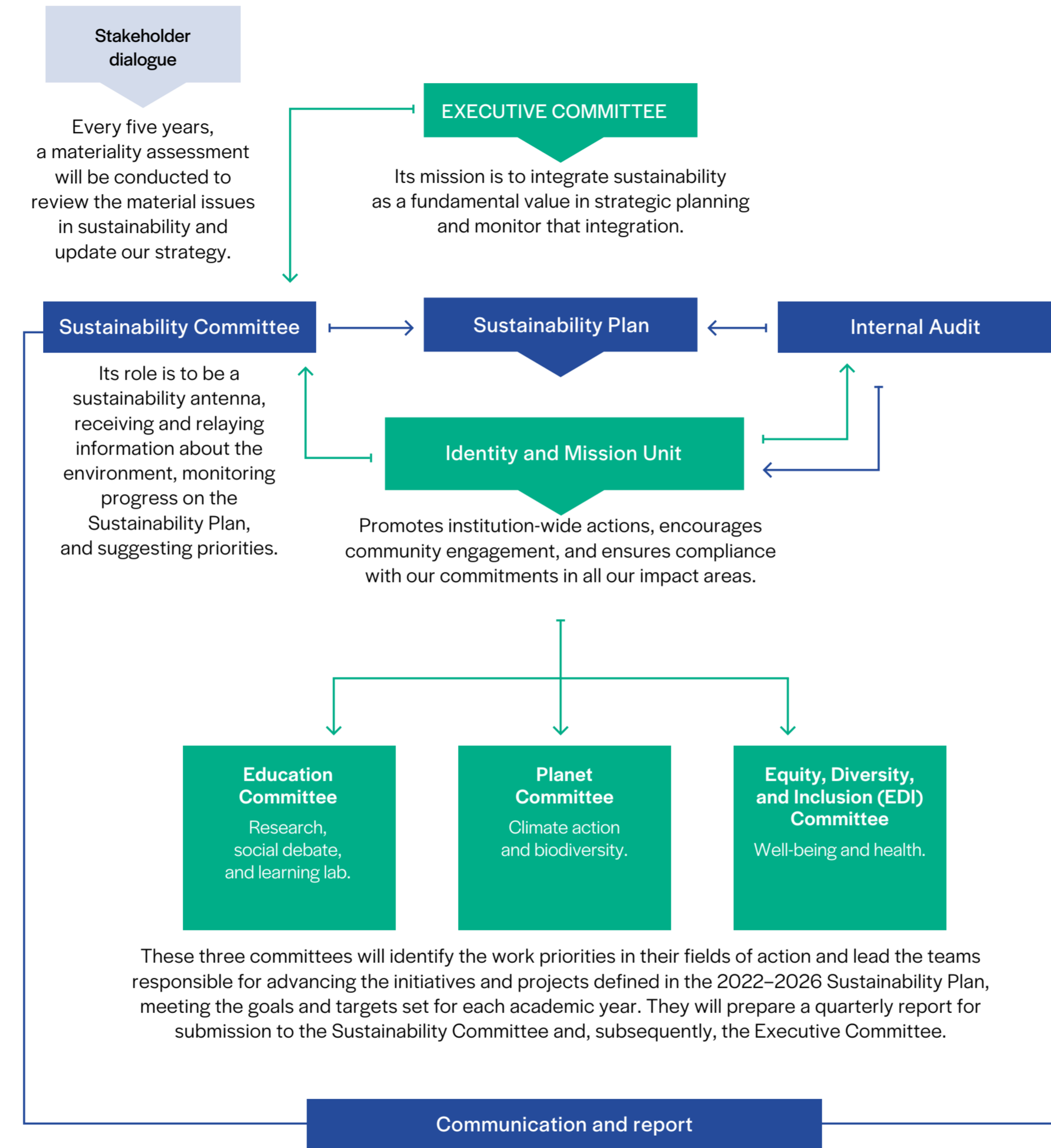
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8.2. The sustainability governance model

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



For more information →



8.3. Ensuring compliance with sustainability criteria in investments

Since February 2022, the Esade Foundation's investment portfolio has been **100% sustainable** and governed by the European Union's Sustainable Finance Disclosures Regulation (SFDR), which came into force in March 2021, and has met the goals of incorporating environmental, social, and governance (ESG) criteria into investment decisions and management and of being accountable to investors.





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

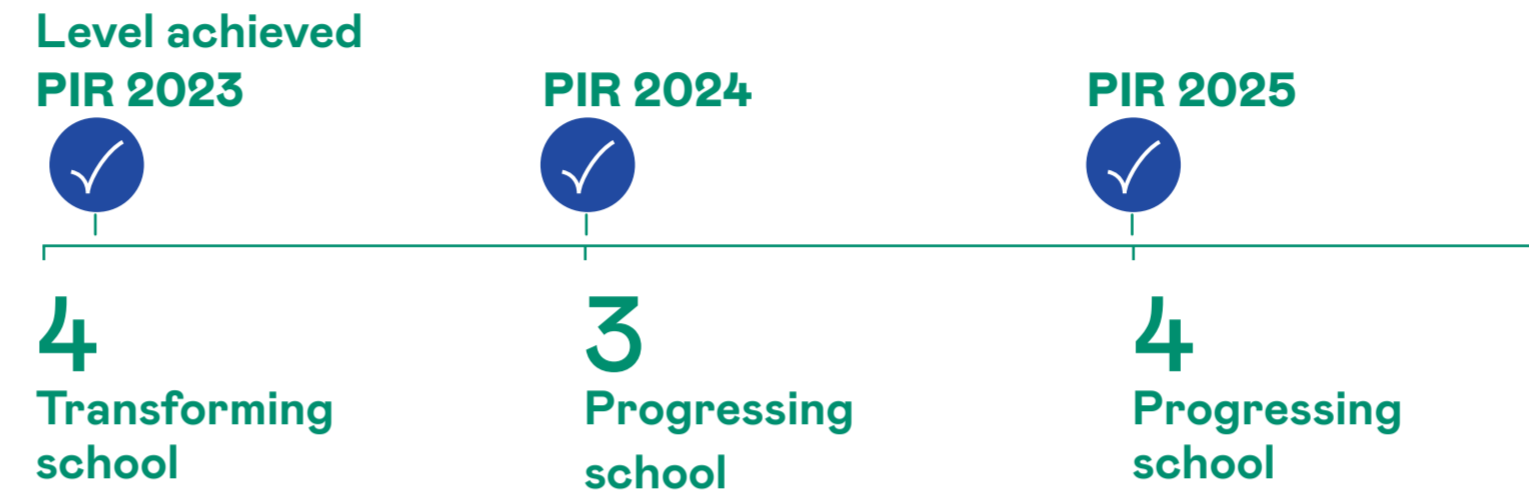
Social impact, innovation, and social responsibility have always been priorities for Esade. As proof of our commitment, we continue to move toward a social impact-oriented culture, in keeping with the recommendations of the EFMD's **Business School Impact System (BSIS)** and the **Positive Impact Rating (PIR) impact measurement survey**. Our commitment to and progress in sustainability and social responsibility have also been recognized in various rankings.

Business School Impact System (BSIS)

In September 2022, Esade was awarded the Business School Impact System (BSIS) label in recognition of its remarkable social impact, high number of international students, and commitment to innovation and entrepreneurship. To continue advancing toward a **culture of impact measurement**, we are pursuing improvement actions and preparing to renew the label.

Positive Impact Rating (PIR)

In the 6th edition of the Positive Impact Rating (PIR) survey, which measures business schools' positive impact on society, in the opinion of our students, Esade achieved level 4, which accredits it as a "transforming school." This bears witness to our students' recognition of the progress made over the academic year and motivates us to **continue working with enthusiasm to further enhance our sustainability**.



"Esade's high standing in the leading global rankings, including those published by the Financial Times, The Economist, QS, and América Economía, attests to the excellence of its academic model and the educational experience at Esade, as well as the prestige of its faculty and socially impactful research."

Joan Rodón, dean of Esade Business School

Sustainability and rankings

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

Sustainability variables in the <i>Financial Times</i> ranking	2023-2024		2024-2025			
	MBA	MIM September 2023	MSc Finance June 2024	MBA February 2025	MIM September 2024	MSc Finance June 2025
Ranking by number of core course hours dedicated to ESG and "net zero" content	19	4	NA	21	7	20
Ranking by the year in which Esade undertook to achieve net zero	4	4	NA	4	3	4



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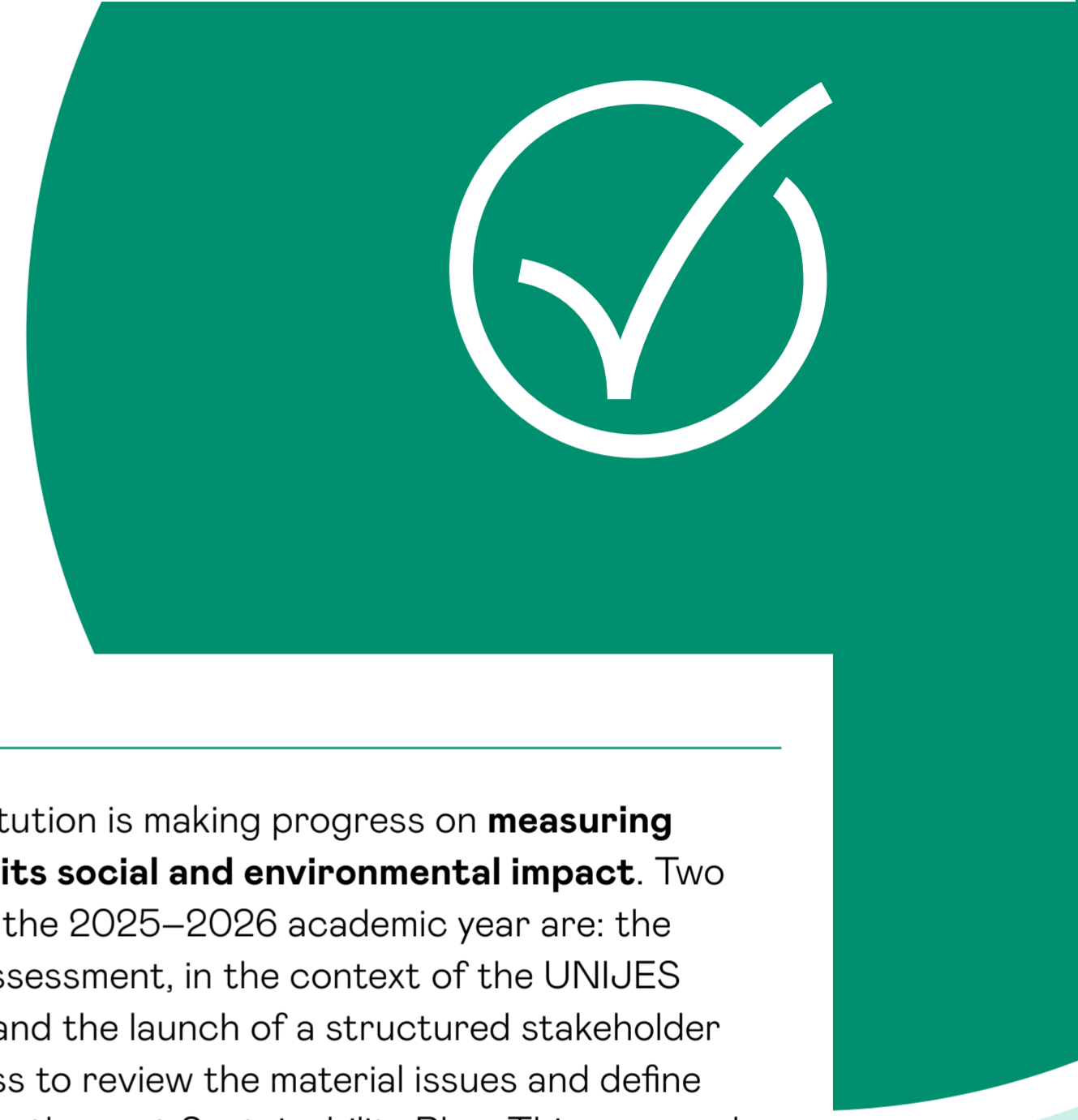
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With the aim of steadily strengthening our positive impact on society over time, our institution continues to make determined progress on the three strategic action areas that guide its social contribution.



1

First, it is committed to fostering **a cohesive community aligned with the institutional mission**. In the 2025–2026 academic year, the Mission Community will provide a space for deep listening and collective discernment, inspired by the Ignatian tradition, where participants can reflect on Esade’s mission and identify key issues and projects for the life of the organization. At the same time, training on the Esade leadership model, based on the 4 “Cs,” has been expanded to include all employees through new editions of the self-knowledge module. These initiatives reinforce the sense of belonging, foster an organizational culture consistent with the mission, and deepen understanding of the purpose that guides the institution’s actions.

2

Second, it promotes **an educational experience consistent with the institution’s values and geared toward the education of the whole person**. In order to cultivate responsible, conscientious leaders, Esade continues to embrace methodologies that blend academic learning with personal reflection and social commitment, such as service learning (SL) and humanities subjects. One such highlight is the launch of the subject “Thinking from the University” in its law degree programs in the 2025–2026 academic year. The new subject supports first-year students at the start of their university journey, encouraging them to reflect on their personal experience, their sense of belonging, and how this stage will impact their future development. These proposals foster holistic learning, which combines cognitive, emotional, and ethical dimensions and prepares students to face complex and uncertain professional contexts with sound judgment and responsibility.

3

Finally, the institution is making progress on **measuring and improving its social and environmental impact**. Two highlights from the 2025–2026 academic year are: the alumni profile assessment, in the context of the UNIJES Youth project, and the launch of a structured stakeholder dialogue process to review the material issues and define the priorities for the next Sustainability Plan. This approach strengthens the commitment to transparency, accountability, and informed decision-making, while consolidating a responsible institutional model aligned with societal expectations.



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10.1. Appendix 1: Key indicators for monitoring the Sustainability Plan

COMMITMENT 1



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



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

CODE	EDUCATION INDICATORS	2022-2023	2023-2024	2024-2025
C1.ED01.i01	Number of compulsory subjects with sustainability-related content per program	Business School BBA: 8 BiTLASI: 12 MSc MIM: 3 FTMBA: 26	Business School BBA: 15 BiTLASI: 13 MSc MIM: 4 FTMBA: 26"	Business School BBA: 16 BiTLASI: 21 MSc MIM: 9 FTMBA: 31
		Law School GED: 7 GBD: 5 GDL: 12 GEL: 9	Law School GED: 23 GBD: 38 GDL: 40 GEL: 17	Law School GED: 24 GBD: 40 GDL: 44 GEL: 20

NA: Not available

BBA: Bachelor in Business Administration

GED: Bachelor in Law

GBD: Double Degree in Business Administration and Law

GDL: Double Degree in Law + Global Governance, Economics & Legal Order

GEL: Bachelor in Global Governance, Economics & Legal Order

MSc: Masters of Science

FT MBA: Full Time Master of Business Administration

BITLASI: Bachelor in Transformational Leadership and Social Impact

C1.ED01.i02	Percentage of compulsory subjects addressing sustainability per program	Business School BBA: 46% (8/17) BiTLASI: n. d. MSc MIM: 54% (7/13) FTMBA: 100% (34/34)	Business School BBA: 44,4% (16/36) BiTLASI: 65,4% (17/26) MSc MIM: 61,5% (8/13) FTMBA: 100% (34/34)	Business School BBA: 47,22% (17/36) BiTLASI: 96,15% (25/26) MSc MIM: 100% (13/13) FTMBA: 100% (35/35)
		Law School GED: 16% (7/44) GBD: 28% (5/17) GDL: 23% (12/52) GEL: 24% (9/38)	Law School GED: 54,5% (24/44) GBD: 50% (40/80) GDL: 63,2% (48/76) GEL: 75% (24/32)	Law School GED: 56,81% (25/44) GBD: 52,50% (42/80) GDL: 68,42% (52/76) GEL: 84,38% (27/32)
C1.ED01.i03	Number of specific compulsory subjects on sustainability per program	Business School BBA: 1 BiTLASI: 1 MSc MIM: 4 FTMBA: 4	Business School BBA: 1 BiTLASI: 4 MSc MIM: 4 FTMBA: 4	Business School BBA: 1 BiTLASI: 4 MSc MIM: 4 FTMBA: 4
		Law School GED: 2 GBD: 2 GDL: 3 GEL: 3	Law School GED: 1 GBD: 2 GDL: 8 GEL: 7	Law School GED: 1 GBD: 2 GDL: 8 GEL: 7
C1.ED01.i04	Number of specific electives on sustainability per program	Business School BBA: 31 BiTLASI: n. d. MSc Programs: 19 FTMBA: 15	Business School BBA: 27 BiTLASI: 11 MSc Programs: 18 FTMBA: 14	Business School BBA: 30 BiTLASI: 12 MSc Programs: 12 FTMBA: 12
		Law School GED: 14 GBD: 14 GDL: 16 GEL: 7	Law School GED: 24 GBD: 51 GDL: 24 GEL: 24	Law School GED: 24 GBD: 54 GDL: 24 GEL: 24
C1.ED01.i05	Number of bachelor's and master's degree programs specialized in sustainable development	Business School Bachelor's degrees: 1 Master's degrees: 1	Business School Bachelor's degrees: 1 Master's degrees: 1	Business School Bachelor's degrees: 1 Master's degrees: 1
		Law School 0	Law School 0	Law School 0



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C1.ED01.i06	Number of Executive Education programs specialized in sustainable development	Executive Education Executive Máster: NA Open Programs: NA Custom and Partner Programs: NA Programs IN/ON: NA	Executive Education Executive Máster: 2 Open Programs: 8 Custom and Partner Programs: 8 Programs IN/ON: 5	Executive Education Executive Máster: 2 Open Programs: 7 Custom and Partner Programs: 8 Programs IN/ON: 5
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Objective 2. Ensure that sustainability is present in all areas of research and social debate.

CODE	RESEARCH INDICATORS	2022-2023	2023-2024	2024-2025
C1.IN02.i01	Percentage of papers with an IF with sustainability-related content	44%	38%	94%
C1.IN02.i02	Percentage of other peer-reviewed papers, without an IF, with sustainability-related content	37%	50%	55%
C1.IN02.i03	Percentage of books with sustainability-related content	58%	100%	40%
C1.IN02.i04	Percentage of book chapters with sustainability-related content	21%	53%	62%
C1.IN02.i05	Percentage of cases with sustainability-related content	70%	0%	100%
C1.IN02.i06	Total percentage of publications with sustainability-related content	39%	45%	81%
C1.IN02.i07	Percentage of sustainability-related prizes and awards	67%	40%	41%

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

CODE	RESEARCH INDICATORS	2022-2023	2023-2024	2024-2025
C1.IN03.i01	Percentage of faculty with publications on sustainability	51%	45%	73%

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

CÓDIGO	SOCIAL DEBATE INDICATORS	2022-2023	2023-2024	2024-2025
C1.DS02.i01	Number of events offered with sustainability-related content:			
	· Institute for Social Innovation	15	18	23
	· Esade Center for Social Impact	32	30	n. d.
	· LeadershipS and Sustainability Chair	09	06	n. d.
C1.DS02.i02	Number of articles in <i>Do Better</i> on sustainability	30	59	43
C1.DS02.i03	Percentage of articles in <i>Do Better</i> on sustainability	19,6% (30/153)	32,77% (59/180)	23,50% (43/183)



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COMMITMENT 2



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



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

CODE	INDICATORS	2022-2023	2023-2024	2024-2025
C2.CLI01.i01	Number of subjects (students, challenges, teams, coaches, and SDGs) that foster social impact and sustainability offered by the Rambla of Innovation	9 subjects 488 students 12 challenges 73 teams 23 coaches SDGs: 3, 6, 9, 12, and 13	6 subjects 366 students 20 challenges 65 teams 33 coaches SDGs: 1, 2, 3, 6, 11, 12, 13, 14, 15, and 16	9 subjects 293 students 22 challenges 52 teams 33 coaches SDGs: 2, 3, 4, 6, 9, 12, 13, 14, 15, and 16
C2.CLI01.i02	Number of entrepreneurship projects and start-ups (participants, mentors, and SDGs) that foster social impact and sustainability facilitated by the Rambla of Innovation	71 projects 117 participants 47 mentors SDGs: 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, and 17	98 projects 170 participants 66 mentors SDGs: 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, and 17	110 projects 153 participants 77 mentors SDGs: 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 15, and 17

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

CODE	INDICATORS	2022-2023	2023-2024	2024-2025
C2.CLI01.i01	Number of students doing curricular internships and average number of hours spent per student	1,216 students Average of 508 hours/student	1,338 students Average of 513 hours/student	1,473 students Average of 549 hours/student

C2.CLI01.i02	Number of service-learning (SL) subjects in bachelor's programs, number of editions, and number of participating students	14 subjects 23 editions 591 students	16 subjects 25 editions 509 students	19 subjects 31 editions 603 students
C2.CLI02.i03	Number of students participating in the SUD Internship and SUD Consulting programs, number of projects, and number of countries where they have been carried out	59 students 35 projects 12 countries	64 students 39 projects 14 countries	79 students 51 projects 12 countries

COMMITMENT 3



Community, social commitment, and partnerships to accelerate changes and amplify impacts. We will position the people from our community as true change agents to transform society and improve the planet by raising awareness and fostering partnerships.



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

CODE	INDICATORS	2022-2023	2023-2024	2024-2025
C3.CCP01.i01	Number of people from our educational community who participate in the annual agenda of sustainability-related co-curricular activities	300	573	649



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

CODE	INDICATORS	2022-2023	2023-2024	2024-2025
C3.CCP02.i01	Highlights	Launch of the "stakeholder engagement" project	Redesign of the report based on the Sustainability Plan's accountability scorecard	Launch of the sustainability communication campaign: "It's in (y) our hands!"

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

CODE	INDICATORS	2022-2023	2023-2024	2024-2025
C3.CCP03.i01	Number of partnerships (sectors, projects, and SDGs) achieved by the Rambla of Innovation that foster social impact and sustainability	17 partners from 6 sectors 7 projects SDGs: 3, 4, 6, 7, 8, 9, 11, 12, 13, 14, 15, and 17	28 partners from 10 sectors 13 projects SDGs: 1, 3, 4, 6, 7, 8, 9, 11, 12, 13, 14, 15, and 17	27 partners from 13 sectors 16 projects SDGs: 3, 4, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, and 17

COMMITMENT 4



Our commitment to the planet.
We are firmly committed to taking action, educating, and conducting research to promote meaningful changes that positively impact the planet's regeneration.



Objective 1. Become carbon-neutral in scope-1 and 2 emissions by 2024, compared to our 2019 baseline, by offsetting GHG emissions we cannot reduce.

CODE	INDICATORS	2022-2023	2023-2024	2024-2025
C4.PL01.i01	Percentage reduction in scope-1 and 2 emissions compared to the baseline year (2019)	85,88% (*) (288,260/2.041,789)	83,62% (*) (334,330/2.041,789)	83,05% (*) (346,13/2.041,789)

Objective 2. Reduce scope-3, mobility-related emissions by 33% by 2030, compared to our 2019 baseline.

CODE	INDICATORS	2022-2023	2023-2024	2024-2025
C4.PL02.i01	Percentage reduction in scope-3, mobility-related emissions, compared to the baseline year (2019)	24,48% (*) (4.716,02/6.244,52)	1,29% (*) (6.163,86/6.244,52)	+0,55% (*) (6.278,66/6.244,52)
C4.PL02.i02	Percentage reduction in scope-3, mobility-related emissions per student, compared to the baseline year (2019)	48,17% (*) (0,498/0,961)	12,32% (*) 0,843/0,961)	20,18% (*) 0,77/0,961)
C4.PL02.i03	Percentage reduction in water consumption compared to the previous academic year	+17,57% (19.014,52/16.172,63)	+1,91% (19.378,29/19.014,52)	15,16% (16.439,86/19.378,29)
C4.PL02.i04	Percentage reduction in paper consumption compared to the previous academic year	13,56% (3,76/4,35)	+46,28% (5,50/3,76)	1,09% (5,44/5,50)
C4.PL02.i05	Percentage reduction in waste generation and management compared to the previous academic year	37,37% (56.164,78/89.671,30)	+238,29% (190.001,95/56.164,78)	93,92% (101.501,5/190.001,95)

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

CODE	INDICATORS	2022-2023	2023-2024	2024-2025
C4.PL03.i01	Percentage of the volume of purchases (in €) managed according to ESG criteria	20,94% (12.478.236/ 59.588.512,43)	39,12% (26.768.470,52/ 68.431.035,12)	39,41% (19.021.297/ 48.260.000)



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C4.PLO3.i02	Percentage of suppliers who have signed the Code of Conduct	93,66% (1.137/1.214)	97% (901/929)	98,72% (1.160/1.175)
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Objective 4. Reduce energy consumption in our facilities by 15% by the 2025–2026 academic year, compared to our 2019 baseline.

CODE	INDICATORS	2022-2023	2023-2024	2024-2025
C4.PLO4.i01	Percentage reduction in energy consumption in the facilities compared to the previous academic year	-4,11% (6.283.623,94/ 6.552.989,82)	+2,26% (6.425.495,94/ 6.283.623,94)	+2,25% (6.569.914,64/ 6.425.495,94"
C4.PLO4.i02	Percentage reduction in gas consumption compared to the previous academic year	+25,58% (1.650.748,93/ 1.313.203,31)	+8,00% (1.782.742,54/ 1.650.748,93)	+12,32% (2.002.458,86/ 1.782.742,54)

COMMITMENT 5



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



Objective 1. Guarantee the comprehensive mainstreaming of diversity, equity, and inclusion criteria across the institution...

...awarding at least 60 scholarships to new bachelor's and double degree students each year until the 2025–2026 academic year.

...ensuring that all employees are trained in EDI criteria by the 2025–2026 academic year to promote and guarantee an inclusive environment.

CODE	INDICATORS	2022-2023	2023-2024	2024-2025
C5.PE01.i01	Amount of scholarships	4.60 M €	5.00 M €	5.40 M €

C5.PE01.i02	Number of scholarship students	307	295	295
C5.PE01.i03	Number of first-year bachelor's and double degree scholarship students	79	57	55
C5.PE01.i04	Number of employee participants of hours of EDI training	70 participants	579 participants	54 participants
C5.PE01.i04	Number of number of hours of EDI training	15 hours	22,5 hours	7hours
C5.PE01.i05	Percentage of employees with a contract trained in EDI	6,51% (70/1.074)	48,98% (579/1.182)	4,01% (54/1.346)
C5.PE01.i06	Number of new curricular adaptations for differently abled students and number of programs involved	32 new adaptations 10 programs involved	44 new adaptations 14 programs involved	83 new adaptations 17 programs involved

Objective 2. Improve gender equity and non-discrimination among employees, in management positions, and on governing bodies...

...so that the percentage of women in management positions reaches 50% by the 2025–2026 academic year.

...so that the percentage of women in academic decision-making bodies reaches 50% by the 2025–2026 academic year.

...so that the percentage of women researchers in the core faculty reaches 50% by the 2025–2026 academic year.

...reducing the gender-based pay gap by 50% by the 2025–2026 academic year compared to the baseline period (2020–2021).

CODE	INDICATORS	2022-2023	2023-2024	2024-2025
C5.PE02.i01	Percentage of women employees	55,77% (599/1.074)	53,13% (628/1.182)	52,53% (707/1.346)
C5.PE02.i02	Percentage of women in management positions	33%	38,88% (7/18)	42,85% (9/12)



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C5.PE02.i03	Percentage of women in academic decision-making bodies	30%	37,14% (26/70)	40,20% (41/102)
C5.PE02.i04	Percentage of women researchers in the core faculty	42%	41,77% (33/79)	40,48% (34/84)
C5.PE02.i05	Pay gap percentage	26,80%	18,23%	13,40%
C5.PE02.i06	Total number of employee nationalities	41	50	53
C5.PE02.i07	Pay equity	15,21	14,92	12,14
C5.PE02.i08	Percentage of women on the management team (Executive Committee, CEX)	53,85% (7/13)	42,86% (6/14)	33,33% (4/12)
C5.PE02.i09	Percentage of women on the Board of Trustees	22,22% (4/18)	33,33% (6/18)	35,30% (6/17)

Objective 3. Improve the well-being of the people who make up our community, measuring progress every two years by conducting a climate survey, achieving an average satisfaction score for all analyzed indicators of at least 68% by the 2025–2026 academic year.

CODE	INDICATORS	2022-2023	2023-2024	2024-2025
C5.PE03.i01	Percentage improvement of the results of the biennial organizational climate survey	NA	70,8%	NA
C5.PE03.i02	Percentage of employees participating in preventive activities aimed at promoting health	17,2% (185/1.074)	19,88% (235/1.182)	12,70% (171/1.346)

C5.PE03.i03	Total number of hours of employee training on occupational hazard prevention	2.026	586	838
C5.PE03.i04	Number of people from our educational community participating in the Esade Well-being Days program	302	304	211
C5.PE03.i05	Number of people from our educational community participating in mental health awareness-raising activities	150	177	175
	Number of interventions handled at the “Purple Point” during the Campus Party	NA	38 (21 women and 17 men)	35 (21 women and 14 men)
	Number of students visiting the “Substance Abuse Prevention Point” during the Campus Party	NA	NA	70
C5.PE03.i06	Number of students receiving personalized care from the Psychological and Counseling Service (PACS)	179	132	184

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

CODE	INDICATORS	2022-2023	2023-2024	2024-2025
C5.PE04.i01	Number of participatory and listening processes offered and total number of participants	9 processes 104 participants	15 processes 317 participants	12 processes 212 participants



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COMMITMENT 6



Governance and sustainable culture.
We undertake to act ethically, responsibly, and transparently, in accordance with our values and purpose, in order to be a benchmark for our commitment to sustainability in all our areas of impact.



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

CODE	INDICATORS	2022-2023	2023-2024	2024-2025
C6.GC01.i01	Percentage of financial investments made according to ESG criteria	100%	100%	100%

Objective 2. Promote impactful projects that help make our institution a benchmark for our commitment to sustainability.

CODE	INDICATORS	2022-2023	2023-2024	2024-2025
C6.GC02.i01	Obtaining/renewal of and progress reporting on the Business School Impact System (BSIS) label	1st progress report	Internal progress report	NA
C6.GC02.i02	Level achieved in the Positive Impact Rating (PIR)	Level 4: transforming school	Level 3: progressing school	Level 4: transforming school

C6.GC02.i03	Financial Times (FT) sustainability variable rankings: number of core course hours dedicated to ESG and “net zero” content	MBA (Feb. 23): 20 MIM (Sept. 22): 4 MSc Finance (Jun. 23): NA	MBA (Feb. 24): 19 MIM (Sept. 23): 4 MSc Finance (Jun. 24): NA	MBA (Feb. 25): 21 MIM (Sept. 24): 7 MSc Finance (Jun. 25): 20
	Financial Times (FT) sustainability variable rankings: year in which Esade undertook to achieve net zero	MBA (Feb. 23): 51 MIM (Sept. 22): 4 MSc Finance (Jun. 23): NA	MBA (Feb. 24): 4 MIM (Sept. 23): 4 MSc Finance (Jun. 24): NA	MBA (Feb. 25): 4 MIM (Sept. 24): 3 MSc Finance (Jun. 25): 4

NA: Not available, new indicator

Not App.: Not applicable; the survey is conducted every two years

(*) This report gives the estimated emissions data for the 2023–2024 academic year since the data for the 2024–2025 academic year are not yet available. The data refer to 2019, as opposed to the 2019–2020 academic year, since that academic year was atypical due to the pandemic and, therefore, is not representative for the purposes of comparison.



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10.2. Appendix 2: Index of the content of the PRME Principles

Principle		Related points in the report
Principle 1 Purpose	We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.	1. Esade: our reason for being and our values 2. Our sustainability strategy
Principle 2 Values	We place organizational responsibility and accountability to society and the planet at the core of what we do.	3. Research, education and social debate 4. Community, social commitment and partnerships to accelerate change and amplify impact 5. Our commitment to the planet 6. The Esade community 7. Sustainable governance and culture
Principle 3 Teach	We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.	8. Research, education and social debate 9. The campus as a laboratory for innovation and learning
Principle 4 Research	We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.	3. Research, education and social debate
Principle 5 Partner	We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.	5. Community, social commitment and partnerships to accelerate change

Principle		Related points in the report
Principle 6 Practice	We adopt responsible and accountable management principles in our own governance and operations.	6. Our commitment to the planet 7. The Esade community 8. Sustainable governance and culture
Principle 7 Share	We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.	7. The Esade community 8. Sustainable governance and culture



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10.3. Appendix 3: Index of contents 10 Principles of the United Nations Global Compact

Principle		Related points in the report (page)
Principle 1	Businesses should support and respect the protection of internationally proclaimed human rights.	<ul style="list-style-type: none"> → Mission and vision p. 8 → Pedagogical model p. 14 → Ethics research p. 20 → Knowledge units p. 23–24 → Service-Learning p. 30 → Student associations with social impact p. 34 → Scholarship program p. 50
Principle 2	Businesses should make sure that they are not complicit in human rights abuses.	<ul style="list-style-type: none"> → Sustainability Plan p. 9–10 → The sustainability model p. 12 → Social impact research p. 20 → Social debate p. 24 → Transparency and accountability p. 61
Principle 3	Businesses should uphold the freedom of association and the effective recognition of the right to collective bargaining.	<ul style="list-style-type: none"> → Ethical and responsible governance p. 61 → Climate survey p. 57 → Listening processes and safe environments p. 58
Principle 4	Businesses should uphold the elimination of all forms of forced and compulsory labor.	<ul style="list-style-type: none"> → Improving gender equity p. 52 → Equality Plan p. 52 → Well-being improvement p. 56 → Listening processes and safe environments p. 58 → Code of ethics and code of conduct p. 61
Principle 5	Businesses should uphold the effective abolition of child labor.	<ul style="list-style-type: none"> → Given the nature of the institution's activity, child labor does not pose any risk. By subscribing to the 10 principles of the UN Global Compact, Esade clearly commits to the eradication of child labor.

Principle		Related points in the report (page)
Principle 6	Businesses should uphold the elimination of discrimination in respect of employment and occupation.	<ul style="list-style-type: none"> → Mission and vision p. 8 → Sustainability Plan p. 9–10 → Equality Plan p. 52
Principle 7	Businesses should support a precautionary approach to environmental challenges.	<ul style="list-style-type: none"> → Sustainability Plan p. 9–10 → Mainstreaming sustainability into the curriculum p. 17–19 → Ensuring sustainability in research p. 20 → Achieving carbon neutrality p. 44 → Reducing energy consumption p. 45–46
Principle 8	Businesses should undertake initiatives to promote greater environmental responsibility.	<ul style="list-style-type: none"> → Sustainability Plan p. 9–10 → Achieving carbon neutrality p. 44 → Environmental improvement initiatives p. 45–46
Principle 9	Businesses should encourage the development and diffusion of environmentally friendly technologies.	<ul style="list-style-type: none"> → Reducing emissions p. 44 → Environmental management improvement measures p. 45–46
Principle 10	Businesses should work against corruption in all its forms, including extortion and bribery.	<ul style="list-style-type: none"> → Ethical, responsible and transparent culture and governance p. 61 → Responsible bodies p. 62

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