

esade



esade  
SUD

Do Good. Do Better.

# A commitment path

ESADE's cooperation efforts began in the 80's, when teachers went to Central America to take part in professors training seminars and to teach their master's program and doctorate.



# A journey full of experiences

In 2003 Esade SUD was born with the solidarity internship program for Esade students: social consulting projects and pro bono legal assistance in countries where there was need as part of their educational process. Nowadays, Esade SUD also includes services for Faculty, Alumni and Staff.



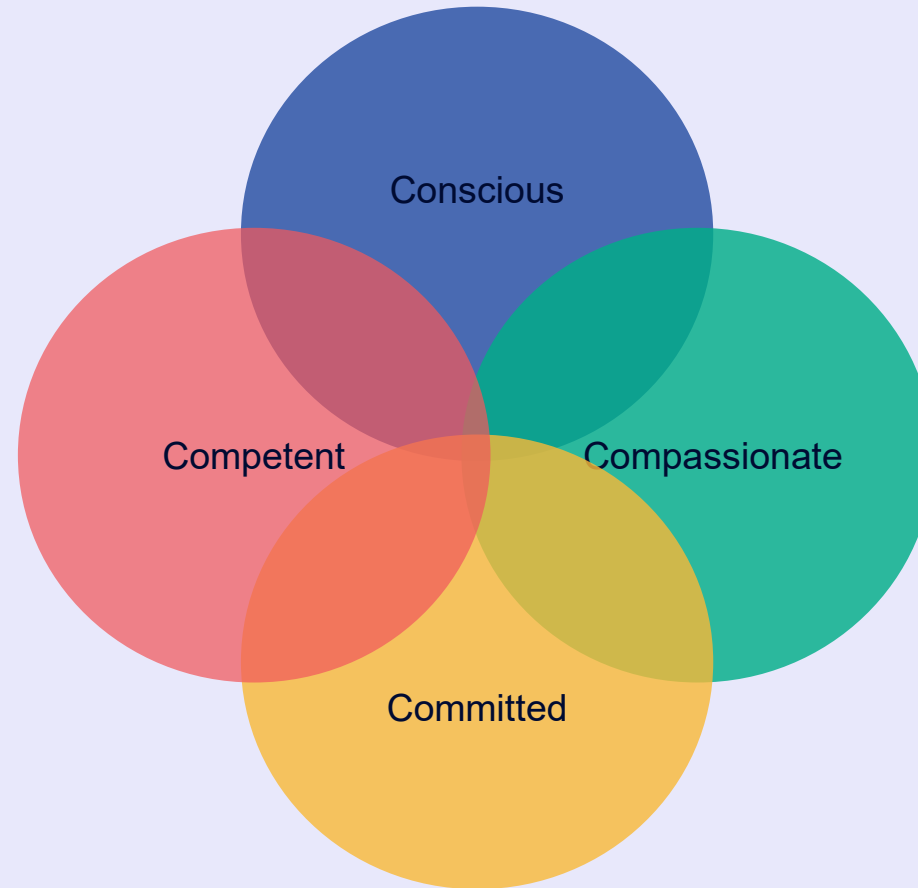


# Civic engagement... to promote justice

SUD, the university's civic engagement office that promotes global justice through education, offers the opportunity to engage with institutions and initiatives for observation, reflection and action in the communities.

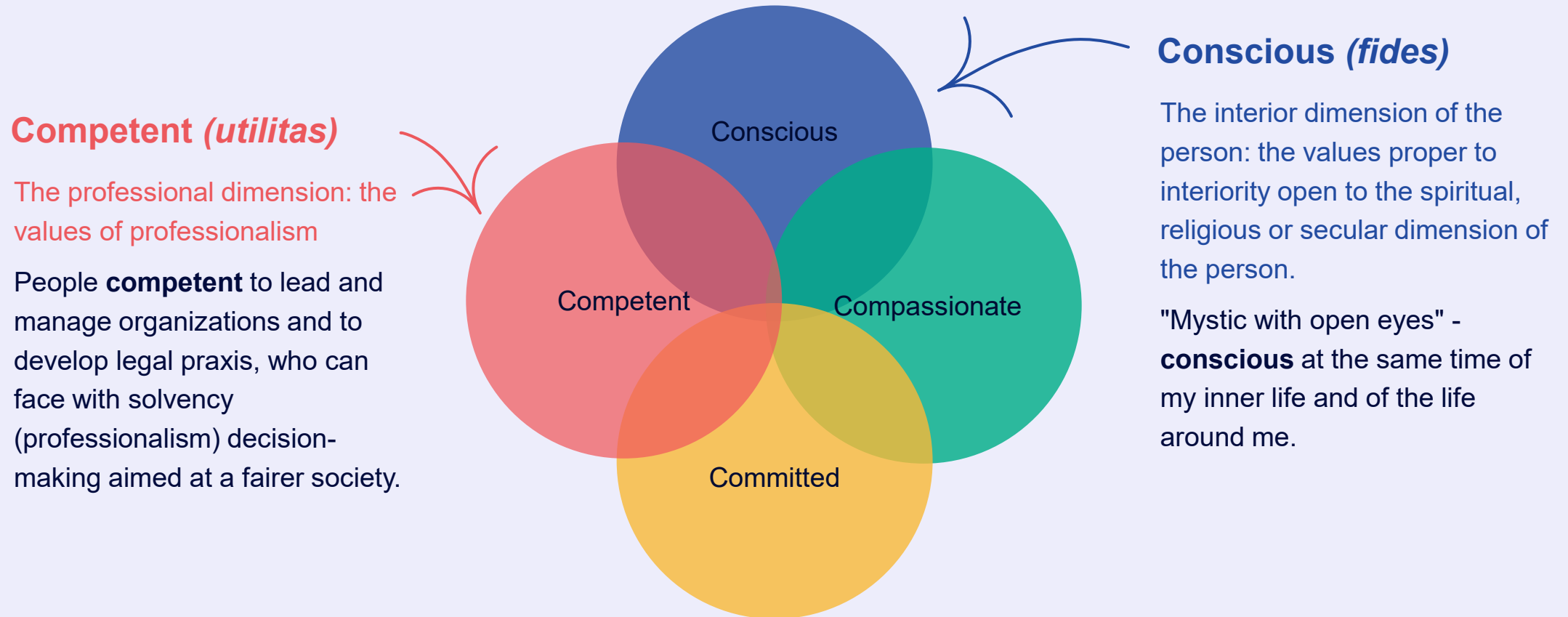


## Embedded in Esade's pedagogical model





# Esade's pedagogical model

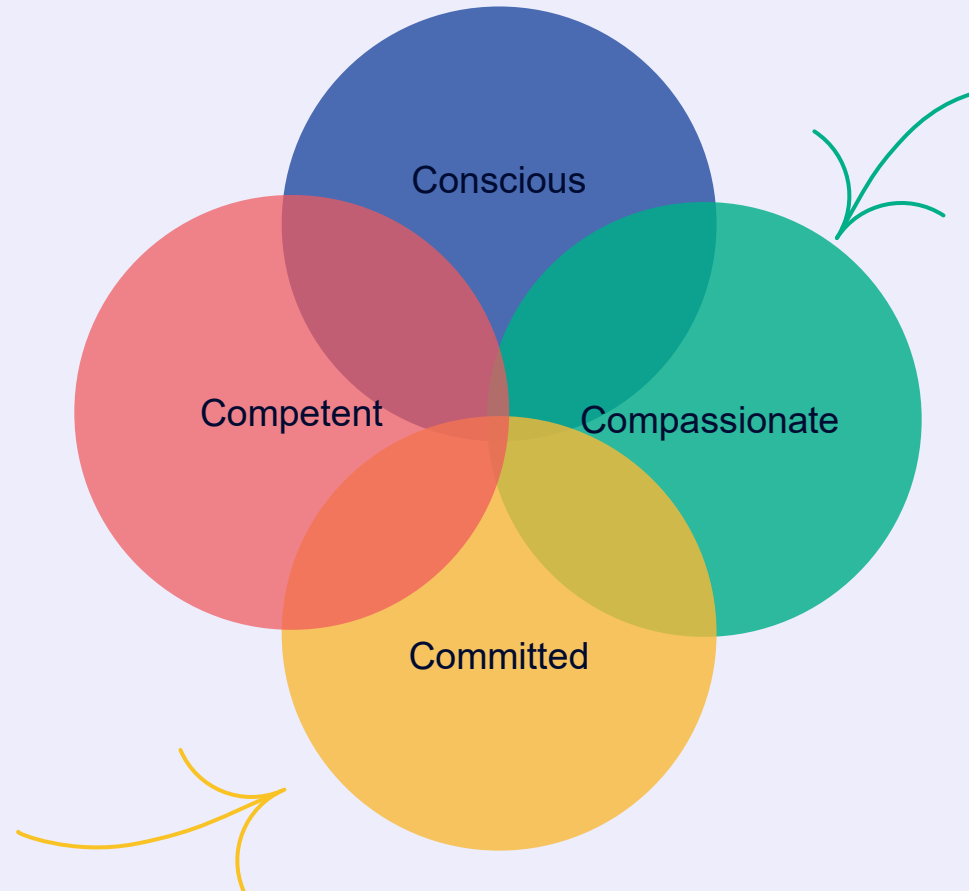


# Modelo pedagógico de Esade

## Committed (*iustitia*)

The ethical, social, civic and political dimension: the value of justice

People **committed** to creating spaces for collaboration and collective improvement... in societies marked by differences in resources and power that generate inequality.



## Compassionate (*humanitas*)

The personal dimension: the value of human quality.

**Compassionate** people, empathetic to the feelings and problems of the people around them.

Able to rejoice with those who are happy and sad with those who are sad.

Able to put their "ego" aside to put others at the center of their attention.

esade

Alumni

Together  
(jointly with ESADE Alumni Social)  
SUD Fellowship



Students

SUD Volunteering  
SUD Internship  
SUD Consulting



esade  
SUD

Faculty

SUD Service Learning  
SUD Workshop  
(Universidad Centroamericana)



Staff

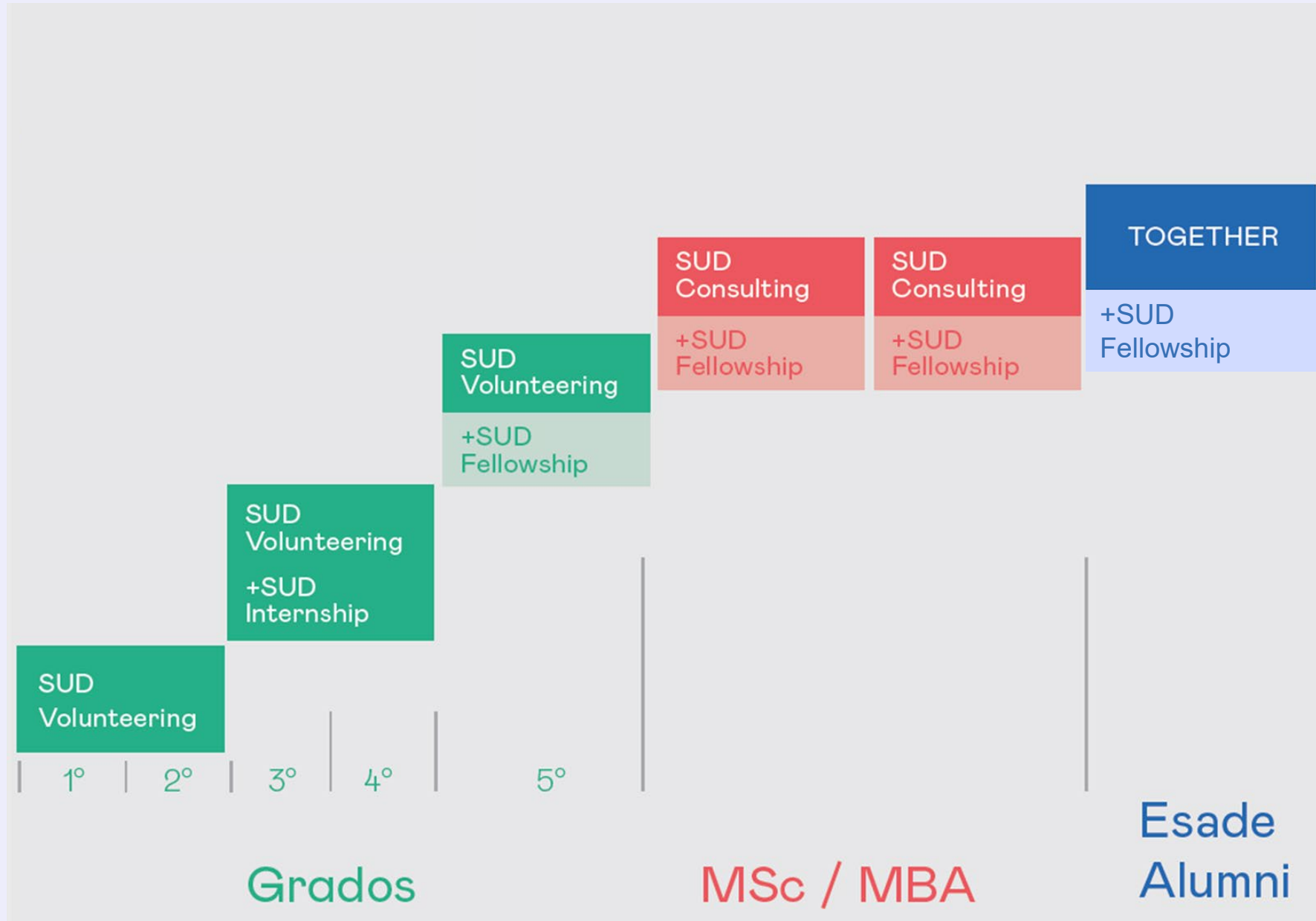
SUD Stage  
(jointly with People department)





esade

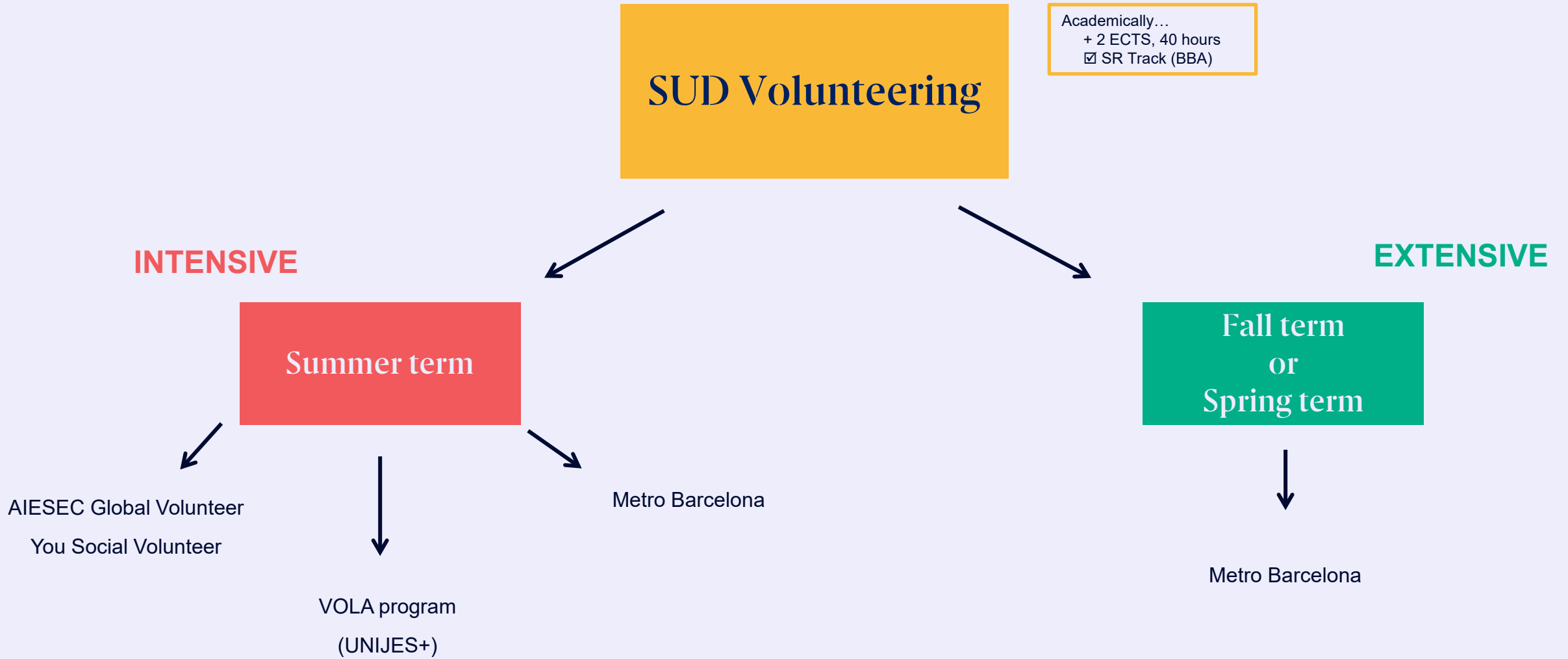
For students



esade

# SUD Volunteering





**SUD Volunteering** consists of **volunteering within a social organization**, and that is linked curricularly to Esade through **ECTS**. It is a way to collaborate and show commitment and action with a certain cause. A way to build community and approach the realities of a wounded world, which is ours.

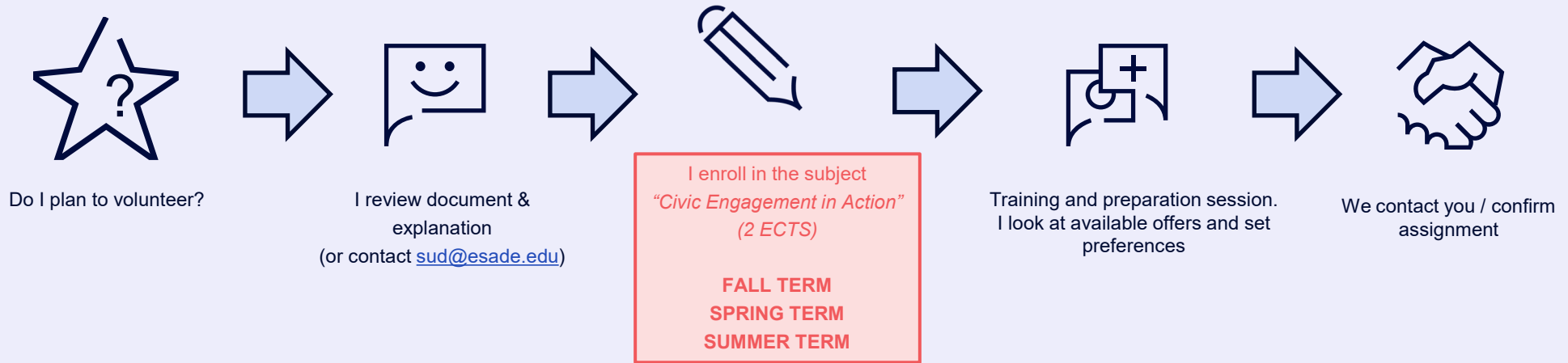
The service provided, defined by the community, does not have to be linked to the studies, although the offer is selected by Esade to develop specific competences of the degree.



# FLY 2023

**EUROPEAN UNIVERSITY VOLUNTEER AND  
SERVICE-LEARNING PROGRAM**

# My Process



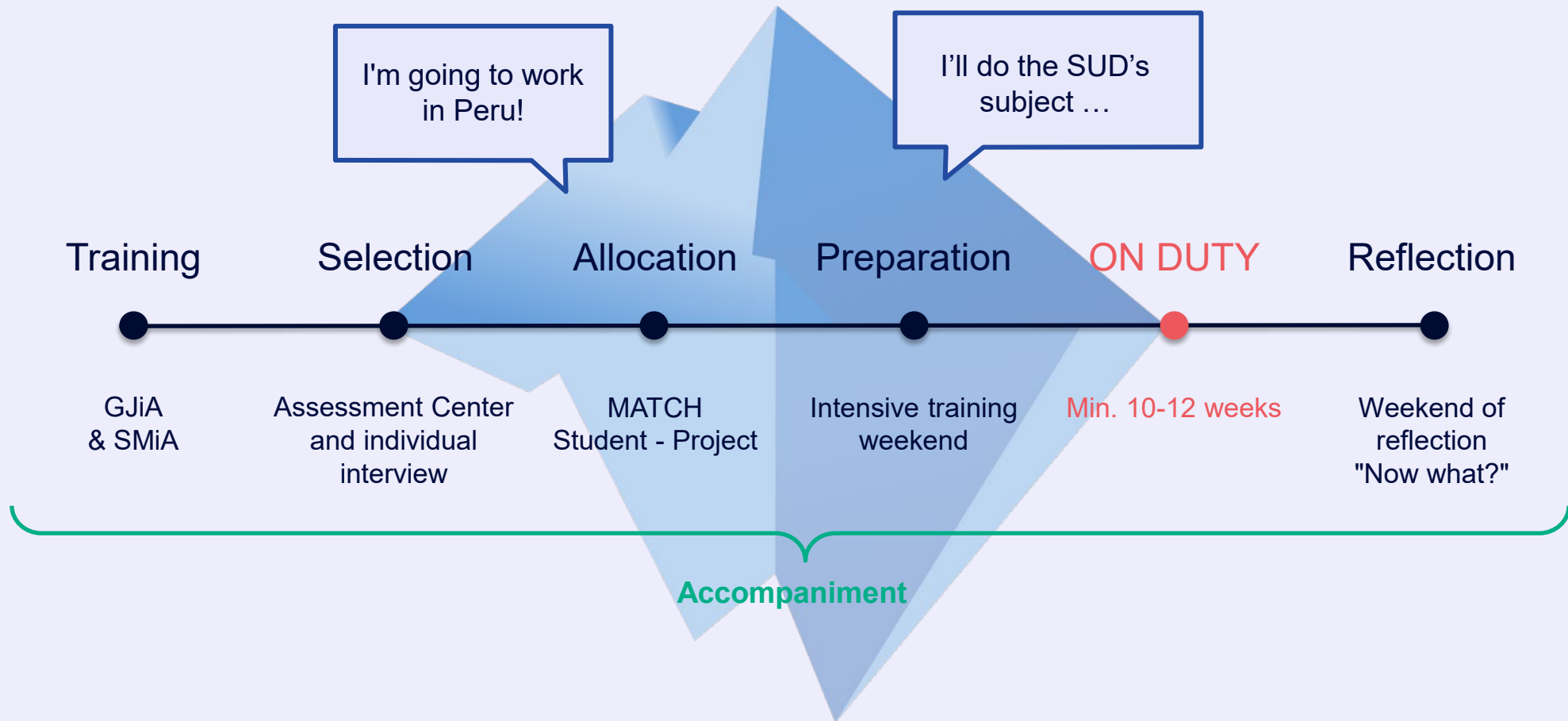


esade

SUD Internship  
&  
SUD Consulting

# Training and pre-preparation program

## SUD Internship



# Educational & Training process

## SUD Consulting





# Institutions: ¿What to expect?

## Social consulting



### Team

**Students of the BBA or GBD or MSc or FT MBA** of Esade work, alone or in pairs, as consultants in the assigned project.



### Results

Before finishing their stay, students present and deliver to the collaborating institution a final report, the result of their work, subject to academic evaluation.



### Calendar

They start working on the project before their arrival and stay at the destination for a minimum time of 2 or 3 months (depending on the study program).

## Legal assistance (pro bono)



### Team

**Esade's Law or Double Degree in Business Management and Law** students work as support staff in judicial institutions, defending human rights or disadvantaged groups, etc.



### Results

Before finishing their stay in the field, students present and deliver to the collaborating institution a detailed report of the work done.



### Calendar

Students start working on the project before their arrival and stay at the destination for a minimum of 2,5 months.

## Field research



### Team

**Students of Esade's Global Governance, Economics & Legal Order** work as support staff or researchers to carry out research and advocacy projects.



### Results

Before finishing their stay in the field, students present and deliver to the collaborating institution a detailed report of the work done.



### Calendar

Students start working on the project before their arrival and stay at the destination for a minimum of 2 months.

# To whom?

## Sector

Initiatives with social, agricultural, service, cultura, educational, development,... background

---

## Property

Private, public, community,...

---

## Legal format

Profit or non-profit organizations: foundations, public ministry, social entrepreneurs, cooperatives, NGOs, microentrepreneurs,... communities with a clear vocation on the promotion of justice and dignity to people.



# What do our students' partner institutions value?

Students are highly valued by the heads of the institutions with which we work, and good proof of this is that year after year they renew their request for collaboration. These are some of the features that stand out from them:



**They have an external look**, not vitiated, as well as creative, without limitations and with criteria.



**Work proactively** in those projects that the collaborating institutions have pending development due to lack of time.



**Offer content** for strategic reflections.



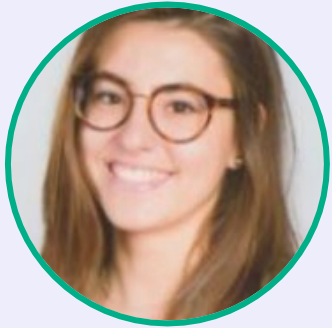
**Motivate workers** of the institution, being young people who help to reconnect with the illusion and with the work that remains to be done.



**Plan projects** potentially (or directly) bankable.



# Students testimonials



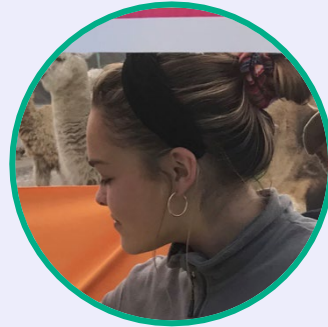
"In addition to growing professionally, the Sud has caused me to have a different perspective on everything I do. "I have been able to work on my empathy, listening and emotional responsibility, and consider that I have become a more human woman."

**Júlia Graell**  
Guatemala, 2022



"Not everything has always been so beautiful, there have been harder moments than others but luckily there have been, because these are the ones I have really learned."

**Maria Carrillo**  
Ecuador, 2019



"Doing the SUD has been a 'lifeline' to not losing the north (as cliché as it sounds), and it has brought me a little closer to who I am and who I want to be from now on."

**Claudia Gorgues**  
Perú, 2019



"SUD is not three months, SUD is a before, during and after. A previous process that prepares you for practices and practices that prepare you for the rest of your life."

**Maria Arguedas**  
Guatemala, 2019



"There, I learned the true value of resilience, of human dignity, of struggle, of political dissidence. There, I saw what it truly means to risk your life to be free."

**Héctor Pérez Palomares**  
Costa Rica, 2022



# Business plan for the construction of social housing

## **Asociación Roncalli Instituto Juan XXIII – Nicaragua**

The students drew up a business plan for the constitution of a new legal entity. It should build housing for the middle classes whose profits would finance John XXIII's traditional task: the construction of social housing for the poor.





# Asistencia legal a solicitantes de refugio

## HIAS (UNCHR) - Costa Rica

"Our work has focused on providing legal guidance to asylum seekers, both at San Jose headquarters and at the borders.

At the borders the work was much more in the field, we did an "entrance interview" to the asylum seekers about how they had entered the country, why they fled their country of origin, what they did, if they had medical needs etc. We could then, depending on the case, give them legal guidance on the refugee procedure or refer them to other institutions involved in the process, such as the Red Cross."





# Introducing mobile solutions to microfinance industry

## FDL – Nicaragua

With +70 offices spread all over Nicaragua, FDL was the leading microfinance institution in Central America. They expected to open the access of their services to even more rural areas by introducing mobile services. An ESADE student designed the project and piloted 5 prospect *cabecera municipal* (villages).





# Research on rural development and territorial planning of Cauca

**Instituto de Estudios Interculturales - Colombia**

Identify the factors that affect the generation of socio-environmental conflicts, analyzing and characterizing the organizational and productive structures of small rural producers.



Students

# After 21 editions

1.073

Students

---

+600

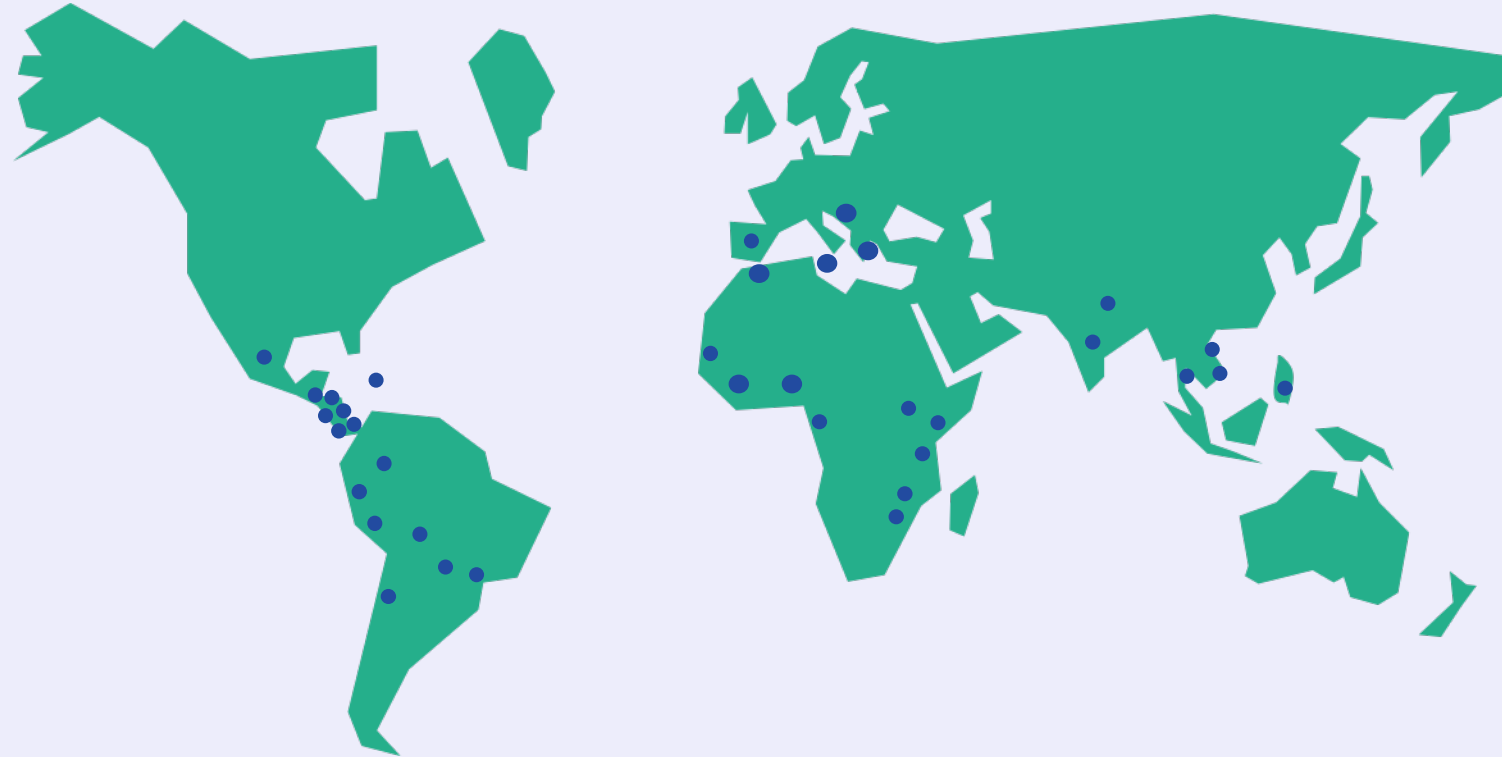
Projects

---

+390.000

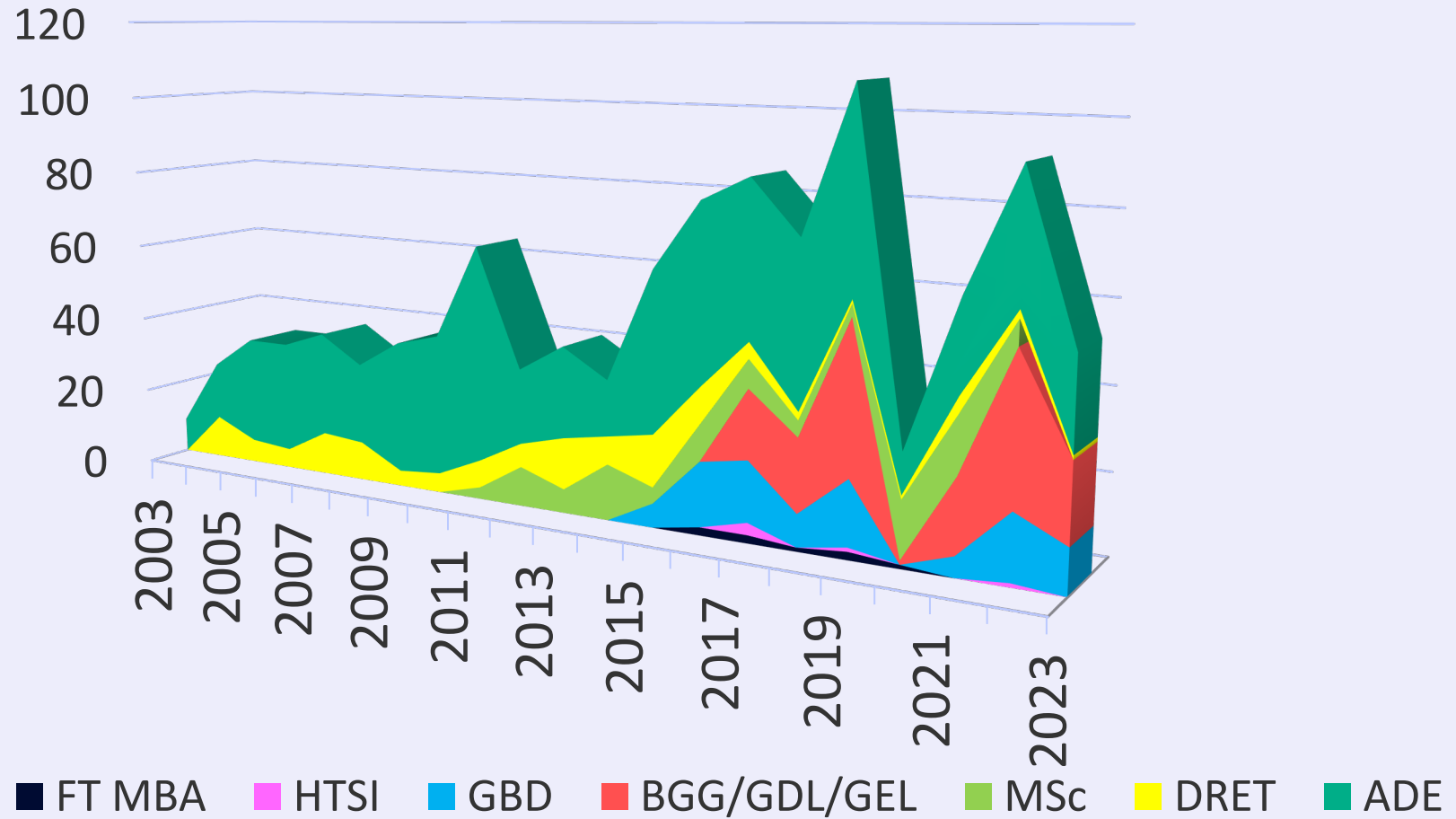
Hours of social consulting and  
legal pro bono assistance

---



Students

# SUD participants evolution



esade

For alumni

esade

# SUD Fellowship





# TOGETHER

FAIRNESS · DEVELOPMENT · RESULTS

# Esade Alumni Social & Esade SUD

Esade has dedicated resources since the 80's to strengthening the field of training in the management of organizations and the practice of law, with the aim of contributing to generate productive activity through institutional strengthening.

In 2016 the **TOGETHER** program was born: **students and alumni** who dedicate a few months of their lives to work on strengthening productive initiatives based on the **social and economical solidarity** in developing countries.



# What does it consist of?



Involvement of **alumni** for a period of **3 years**.

Involvement of **students** for a period of **half a year**.



Travel between 2 and 3 weeks (**alumni**) and between 3 and 4 months (**students**) in the field, for **consulting** and an **action plan** for the institution.



**Alumni** tutor the work of displaced **students** and bimonthly remote meetings are held to follow the progress of the assigned project.

# What do we work on?

- **Impact and scalability, project coordination capacity:** Project selection, selection of candidate alumni, monitoring of the relationship of teams, impact measurement, etc.
- **Contribution to the dissemination of the SDGs,** very active in the promotion of SDGs 8, 12 and 17.
- **Articulation through alliances,** cooperation with universities, foundations and organizations for development and social enterprises.
- **Linkage with the Spanish priorities of Agenda 2030;** Eradication of poverty, reduction of inequalities, sustainability in all its dimensions, focus on human and gender rights.



## Colombia | SUYUSAMA (Red Jesuita Comparte)

Fundación Suyusama is the initiative of Self-Managed Savings and Credit Groups – GAAC – which began in 2012. Specifically, they are rural groups of people, who save together and take small loans from those savings.

The consultants of the Together project study the **design of sustainable business models** relevant to the environment and socioeconomic and cultural dynamics of peasant and indigenous families accompanied with the aim of **creating a solidarity business model that strengthens local economic circuits and enhances local capacity and opportunities**. Additionally, the savings and credit mechanism most consistent with the situation is analyzed.





Together  
Program

## Bolivia | MADRE TIERRA AMAZONIA – OXFAM INTERMON Programa “Empresas que cambian vidas”

- Madre Tierra is a Limited Liability Company, whose owners are two associations of small producers. It offers frozen pulp and other derivatives based on açai and cupuaçu, tropical, native and organic fruits with a high demand in the market. Madre Tierra is a mature company with the potential to provide sustainable livelihoods for 300 farming families. Its model is totally environmentally sustainable.
- One of its biggest challenges remains **access to adequate logistics** that allow it to transport its production at a good cost.
- The program will focus on **strengthening the commercialization** of exotic fruit pulp (açai and cupuaçu).





## Paraguay · CATEURA (Red Jesuita Comparte)

In 2007, with the help of the Spanish Agency for International Cooperation and Development (AECID), the Family Care Centre was set up in Bañado Sur (Asunción) to support the 25,000 people living in poverty and extreme poverty in the area. CATEURA was born in 2018 with the aim of commercializing the **crafts worked by the women of Bañado Sur based on recycled materials** (mostly from the municipal landfill, located in the same neighborhood).

The collaboration will focus on:

- **Provide women artisans with the skills and business knowledge** necessary for the development of their activity, thus achieving their economic independence and empowerment.
- **Define** the appropriate product, supply chain and marketing strategy.
- Support in the **detection of synergies** and collaborations with other agents in the sector (designers, fairs, etc.).





Together  
Program

## Bolivia | EL HUERTO – OXFAM INTERMON Programa “Empresas que cambian vidas”

Since 2018, the entrepreneur Maria Rosa Chuquima is betting on inclusion in each link of the value chain. This ambitious agronomist founded with her husband "El huerto" in order to respond to an unmet demand for seeds and vegetable seedlings for production in the Andean zone of Bolivia, and offer better quality inputs than those found in the market (imported and smuggled).

The joint program with Oxfam will professionalize the company, have a **specific strategy** to work with the most vulnerable vegetable producers **and incorporate women into the company** as employees and collaborators.

**Improvement of technical capacities** for production, marketing and internal finance in the horticulture and seed sector.



# Testimonios instituciones colaboradoras



*"A collaborative project that derives its full potential from the relationships between the people who are part of it: Esade students and teachers together with the Tseltal team and communities of Chiapas. A global project with local impact..."*

**Alberto Irezabal Vilaclara**  
Director de Yomol A'Tel (Chiapas, México),  
institución colaboradora del SUD



*"The LDS program stands for OPPORTUNITY, offering horizontal and consolidation learning and a window into a world of possibilities. We have learned that authentic respect, good communication and feeling like one team have made this experience transcendental."*

**Eunice Cecilia Martínez**  
Gerente de la división de educación y salud de FUNDAP  
(Quetzaltenango, Guatemala), institución colaboradora del SUD

esade

# Services for Faculty

Do Good. Do Better.

esade

# Faculty

SUD Service Learning // SUD Workshop



Teaching and research staff can be part of the SUD community as teaching and research professionals, covering activities ranging from mentoring to coordinating new lines of research.

# What activities do we offer?

1. Collaborate in the **training of teachers** and professionals in emerging countries
2. Coordinate new lines of **research** that address the problems of impoverished countries and the promotion of social justice at a global level.
3. **Tutor students** of the SUD Internship (practicum) and SUD Consulting (final master project) programs.
4. Teaching courses at Esade with the **Service Learning methodology**, which encourages student involvement with the community and reflection on their reality and challenges.
5. Lead the development of concrete projects accompanying the experiences of SUD students.

# SUD Service Learning

The screenshot shows a user interface for an eCampus course. At the top, there is a dark navigation bar with 'eCampus', a menu icon, 'Recent', 'English (en)', a notification bell, a chat icon with a '1' badge, and the user's name 'Jaume Maranges Bayo (STUDENT)' with a profile picture. Below this is a sidebar with various icons for navigation. The main content area features a large banner image of a woman in a white shirt high-fiving a man in a blue jacket, with two other people looking at a laptop. The banner text reads 'Fostering Service Learning at Esade' and 'SUD Academic Year General'. A breadcrumb trail shows 'Home / My courses / SUD / Service Learning kickoff platform'. A settings gear icon is in the top right of the banner area.

At the service of an active pedagogy linked to the community and its needs.

# esade

**Sud Service Learning** was born as a service aimed at Faculty, to promote the development of the pedagogical methodology of Service-Learning in Esade subjects.

This service has a hired person who, among other functions, is available to teachers to:

- Facilitating Community Engagement
- Provide benchmarks and other materials
- Assist in the final reflection



Do Good. Do Better.



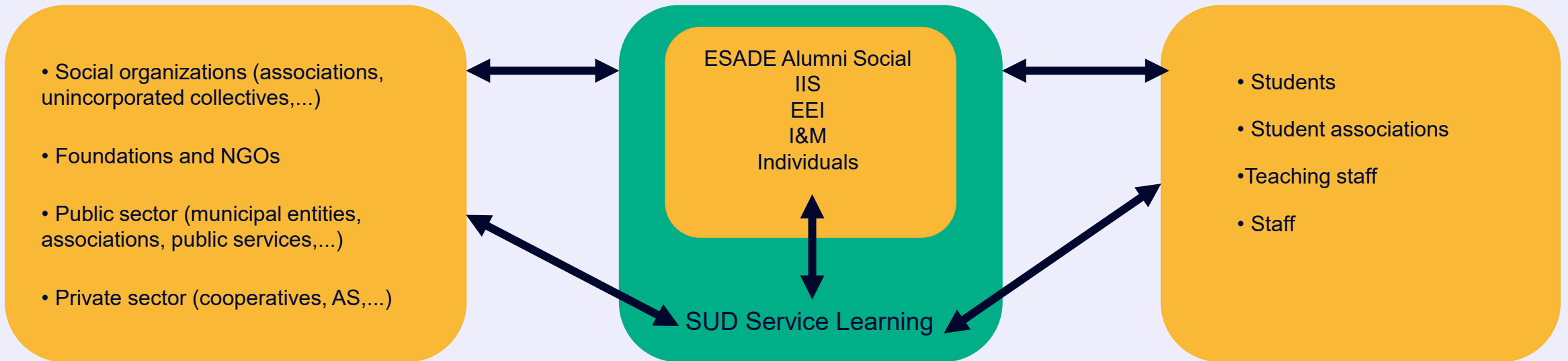
# Coordination

## SOCIAL CHALLENGES

- Social organizations (associations, unincorporated collectives,...)
- Foundations and NGOs
- Public sector (municipal entities, associations, public services,...)
- Private sector (cooperatives, AS,...)

## Esade COMMUNITY

- Students
- Student associations
- Teaching staff
- Staff



# Apoyo SUD Service Learning

- Help kit ApS DIY
- Comunidad Esade ApS
- Librería *benchmarks* asignaturas

## Concepción propuesta

- Contacto con otros profesores que ya trabajan en ello.
- Formación en metodología ApS (UNIJES)
- Asistencia en la identificación del reto

## Identificar *partner* comunitario

- Acompañamiento en la identificación de la institución adecuada.
- Acompañamiento en la relación con la institución

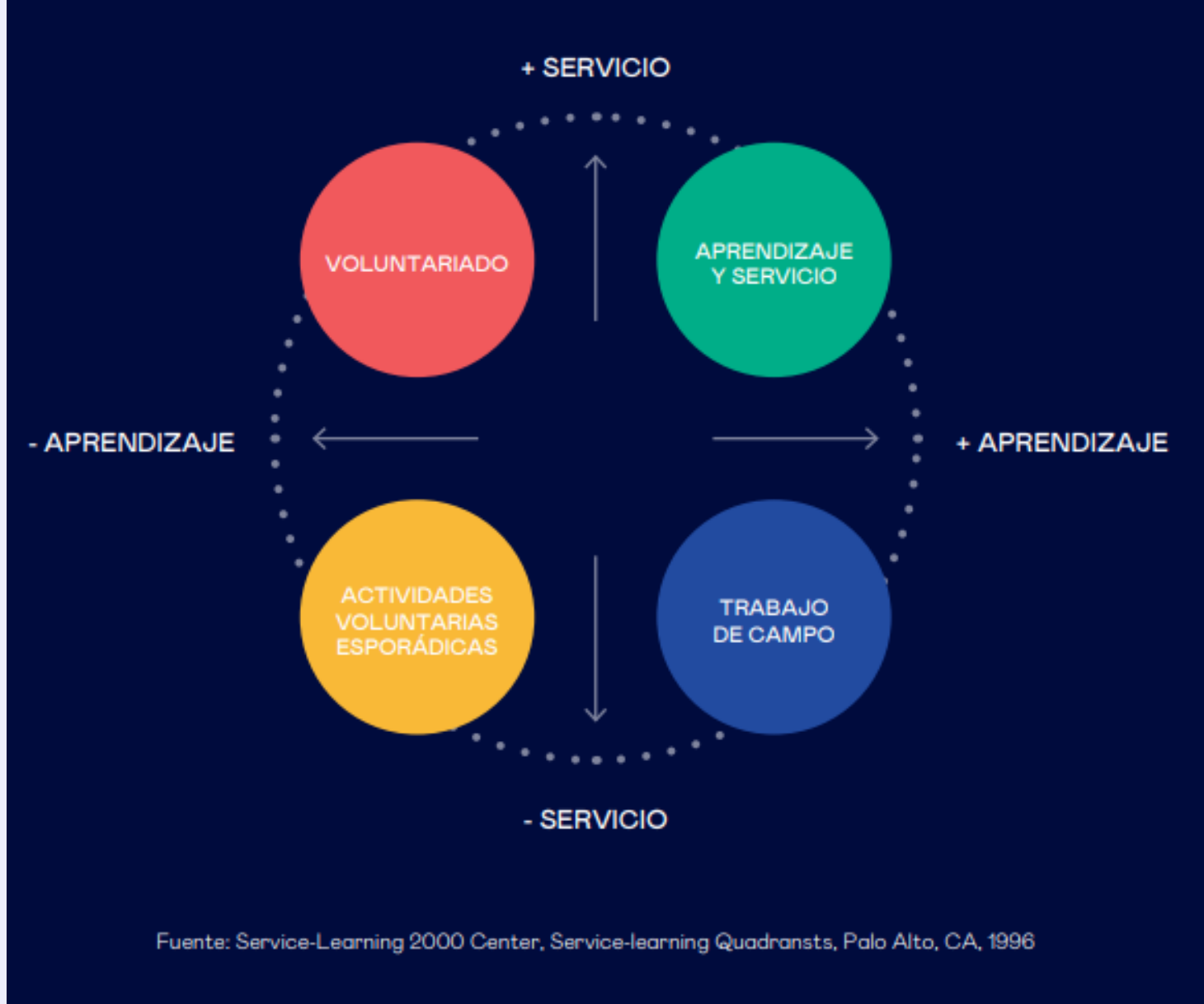
## Planificar asignatura

- Asistencia en la identificación de tutores para la ejecución de la asignatura\*

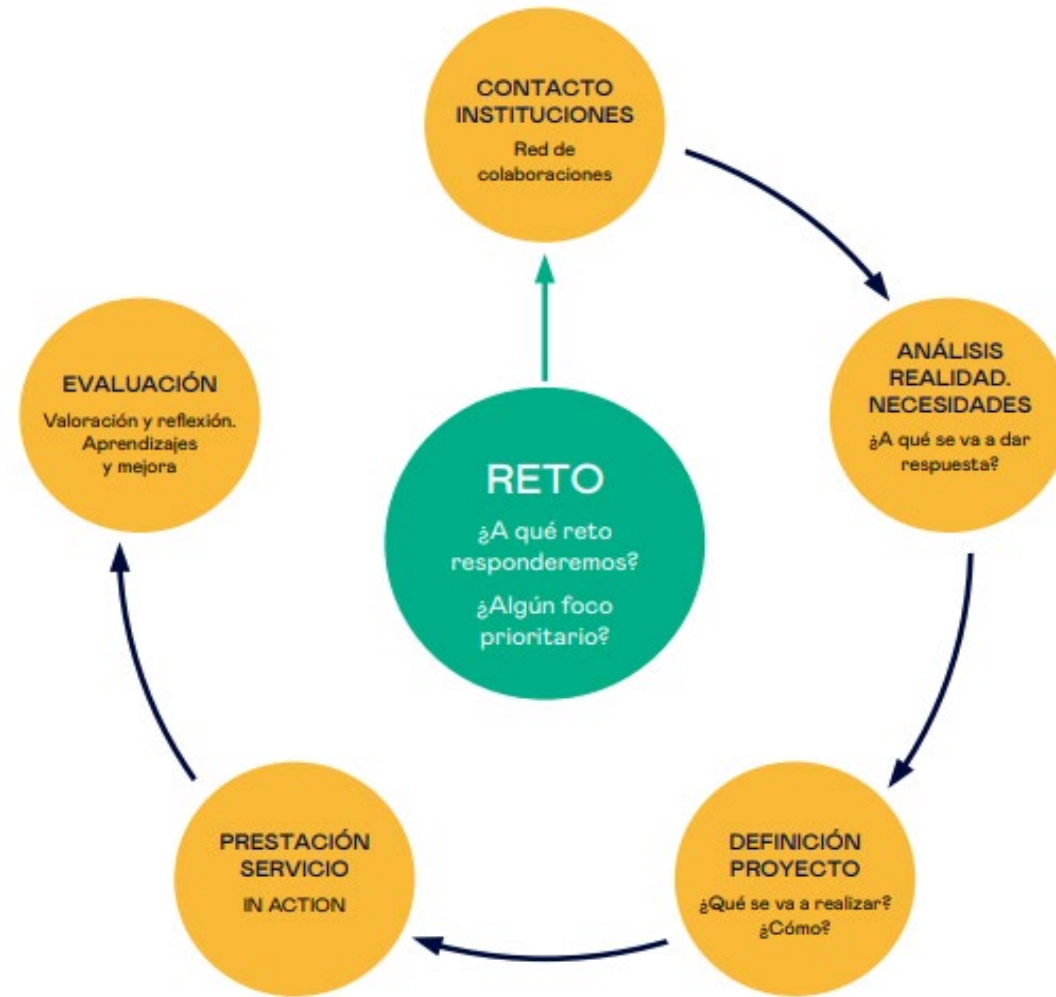
## Ejecutar & evaluar

- Asistencia en el trabajo de reflexión personal sobre la experiencia.

# esade



Fuente: Service-Learning 2000 Center, Service-learning Quadrants, Palo Alto, CA, 1996





# Características del ApS en Esade

1. Dotada de **ECTS**



2. Participación activa en y por la **Comunidad**



3. Soluciona un problema real y provoca un **cambio social**



4. Los alumnos “salen de la **burbuja**”



5. Su objetivo es trabajar por la **justicia** social o medioambiental



6. Beneficia a una **colectividad**



7. Hay una **reflexión** final que conlleva entender unos principios

fundamentales comunes



# SUD Workshop



esade

Staff

SUD Stage

Given the value of the STAFF's knowledge for counterparts, SUD promotes the collaboration of administrative and service personnel in institutional strengthening and consulting projects in Latin American organizations



esade

# For collaborating entities

Do Good. Do Better.

# Commitments of collaborating institutions

- Submit the **official request** for collaboration within the corresponding period.
- Designate an institution **tutor** to monitor students.
- Define **a specific project** in which the students will work.
- Provide students with **a workspace** during their stay.
- Support students in **finding accommodation**.
- **All costs are covered by students**, except those derived from travel that have to occur for reasons of work / project assigned.



# Solicitud del proyecto



Microsoft Word  
Document

Commission



What are the problems that Esade students will have to study?

Impact



What do you hope to achieve with the work done by the students? What difference will the contribution of the students make in the organization?

Tracking



Who, in your organization, will be involved in the project? Who or who will be in contact with the students to follow up and will check if they are on the right track? Name and position.

Workplace



In which city, and in what facilities, will students have to work? What resources will they be able to have at their disposal?

Preparation



What previous information (reports, internet, books, articles,...) can students consult to start preparing their project before their arrival in the field?

External support



Which institutions, counterparts, financiers,... Are they also involved in the project?

Special  
circumstances



Any additional information you think we should know for better equipment allocation? (accommodation conditions, organizational requirements, special characteristics of the required student profile,...)



Korea 15/1/2014

Chia - chad - chio - Puna  
Dona - dona - 129 - 129 - 129  
129 - 129 - 129 - 129 - 129  
129 - 129 - 129 - 129 - 129  
129 - 129 - 129 - 129 - 129



# More information...

[www.esade.edu/sud](http://www.esade.edu/sud)



**Teresa Careta**  
Campus Manager [tcareta@esade.edu](mailto:tcareta@esade.edu)



**Maria Vilà**  
SUD Service Learning  
Program Manager  
[svila@esade.edu](mailto:svila@esade.edu)



**Inés Losada**  
SUD Internship  
Program Manager  
[ilosada@esade.edu](mailto:ilosada@esade.edu)



**Jaume Maranges**  
Director SUD [jmaranges@esade.edu](mailto:jmaranges@esade.edu)



esade



“Son cosas chiquitas...”

"They don't end poverty, they don't get us out of the spiral of violence ... But they have had the ability to unleash the joy of doing and translating acts. And at the end of the day, even a little bit, it is the only way to prove that reality is transformable."

**Eduardo Galeano**

esade  
SUD

esade