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A letter from the President

As an institution of higher education involved in the development of current and future managers, INSTITUTO SUPERIOR DE EDUCACIÓN, ADMINISTRACIÓN Y DESARROLLO is committed to progress in the implementation of the PRME Principles. In fact, these principles are very close to INSTITUTO SUPERIOR DE EDUCACIÓN, ADMINISTRACIÓN Y DESARROLLO’s Business School objectives: the education and training of business leaders to become capable of generating and structuring competitive, profitable and sustainable business models, both regionally and internationally, with the leadership skills to implement them.

At first sight this may not be perceived as different vs. other existing proposals. This view, may, however, change when we take into consideration that the context and purpose is the creation of a new leadership style that responds to the new challenges of creating wealth while being socially responsible. While business ROI should remain, wealth must be generated with the right balance of a peaceful progress of the people and the environment where such wealth is created.

Building a new leadership where the human being is the cornerstone of business management action is key. People action focus, generates and provides dynamism and competitiveness to business development. It impacts all other businesses to which it is connected to. But by no means implies that leadership authority disappears; it keeps the coherence of the organization’s strategy at all levels.

Experience and learning on Economics and Business organizations over the last 30 years, shows that there are no reasons why business results and people development should not walk hand in hand. In other words, wealth creation and social responsibility are not contradictory terms. There are large number of business experiences that we could describe as highly performing successful models on the basis of competitive advantages and growth. The common denominator of these experiences is that business strategy and results have been built around this leadership practice which is focused on people growth and development. This practice eventually spreads to the entire organization and shapes its culture.
Furthermore, what makes those organizations different and provides them with a competitive edge is their culture. Systems, policies and procedures and management tools employed, are bound together with a unique identity based upon the values and “personal” leadership style that frames them.

From a Business School’s educational perspective, the challenge resides on “how can we” contribute, through our managerial programs, in developing this new leadership style. We firmly believe that students and managers should demand more from educators and business trainers: Business programs should not only focus on showing new management tools and systems. In addition and above all, contents, teaching methodology and faculty should generate an environment where participants play a role in a business process, which allows them to experience and discover a new vision of the surrounding reality. This, subsequently, makes them feel both responsible and proud of their achievements. By doing so participants will be integrating, within their learning process, the roles and challenges of this leadership style as part of the everyday management problem handling.

As an institution of higher education involved in the development of current and future managers, INSTITUTO SUPERIOR DE EDUCACIÓN ADMINISTRACIÓN Y DESARROLLO is committed to progress in the implementation of the PRME Principles. In doing so we will start with those that are more relevant to our capacities and mission, report on progress to all our stakeholders, and share effective practices related to these principles with other academic institutions.

Our commitment to the development of key indicators of progress in the implementation of PRME principles is demonstrated by the leadership role taken in PRME Iberian Chapter, which will become a worldwide reference of success of joint effort from regional universities and business schools.

Sincerely

F. Javier Rivera Latas

President of the Management Board

Instituto Superior de Educación, Administración y Desarrollo

http://www.i-ead.com/
INSTITUTO SUPERIOR DE EDUCACIÓN, ADMINISTRACIÓN Y DESARROLLO

First launched Spanish Online School (2001) INSTITUTO SUPERIOR DE EDUCACIÓN, ADMINISTRACIÓN Y DESARROLLO provides professional quality higher education to entrepreneurs in a Global Campus (sites in Madrid, Miami and Bogotá).

The Institution

INSTITUTO SUPERIOR DE EDUCACIÓN, ADMINISTRACIÓN Y DESARROLLO is a “high performing” Business school associated to the Centro Universitario Villanueva chartered to the Universidad Complutense de Madrid. The school is supported by the Quality Certification ISO9001: 2008 awarded by ANAB (ANSI-ASQ National Accreditation Board). INSTITUTO SUPERIOR DE EDUCACIÓN, ADMINISTRACIÓN Y DESARROLLO is a member of CLADEA, AACSB, ACBSP, BALAS, and PRME.

INSTITUTO SUPERIOR DE EDUCACIÓN, ADMINISTRACIÓN Y DESARROLLO goal is to develop and provide higher education programs to managers, executives and Business professionals compatible with the highest intensive professional activity, through the use and application of the new technologies in communication and information (NTIC) and Internet (e-learning). INSTITUTO SUPERIOR DE EDUCACIÓN, ADMINISTRACIÓN Y DESARROLLO gathers experience and educational and content of (business) knowledge developed and lectured since 2001.
The School’s Principles

Mission statement

INSTITUTO SUPERIOR DE EDUCACIÓN, ADMINISTRACIÓN Y DESARROLLO will provide individuals with a postgraduate education on management, founded on the cornerstone of having the person (human being) as the origin and focus of all business actions. These individuals are to be capable of contributing to make a marked or significant change in different economic sectors around the world, with their integrity, knowledge, leadership and professionalism. The aim of this achievement will be the harmonic and integrated development of society and wealth creation, through the flourishing of entrepreneurship and business initiatives and the building of long term sustainable business models within a free enterprise environment, and the generation of public policies that will further reinforce and promote these initiatives.

VISION STATEMENT

We will be a worldwide successful institution recognized by our graduates’ ethical behaviour, influence and capacity to build wealth and social responsibility wherever they operate.

SCHOOL VALUES

Enthusiasm: We are convinced of the importance of our actions and behaviour and believe in the necessity to overcome the challenges with joy, excitement and sensitivity.

Trust: We believe in Service as part of our professional standards. We maintain our compromise with truth and transparency and recognize mistakes as learning opportunities.

Respect: Means listening, asking, valuing and giving an adequate response. Each and every task contribution, concerns and needs from others are equally important.
**Challenging things as they are.** Means questioning ourselves and going beyond the established bounds, managing change and uncertainty. Our commitment with Continuous Improvement and Innovation requires that we are rigorous with the normalization of methods and procedures as a basis for permanent strive for new opportunities.

**Sharing:** We are a team oriented in searching, incorporating and homogenizing knowledge. We will share it proactively with no self-restriction within the framework of our confidentiality policies.

**Results Oriented:** We are a committed team of people aware of our strengths that, overcoming our individual weaknesses, are complementary to each other, each of us contributing every day to reach our individual and collective objectives.
Principle 1

Purpose: We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

In trying to make this statement true for all Business Schools and Universities signatories of PRME, the INSTITUTO SUPERIOR DE EDUCACIÓN ADMINISTRACIÓN Y DESARROLLO decided to take a leading role in the project of developing Key Indicators of action and implementation of PRME on a regional basis. If these indicators could be clearly identified, signatories would use them as a benchmark for progress and include them in the Sharing Information for Progress Report.

This idea was first discussed at the PRME Emerging Chapter Iberian meeting on 13 July 2014, held at ESADE Business School in Madrid. At the meeting, Universidad Autónoma de Madrid and Instituto Superior de Educación, Administración y Desarrollo representatives showed commitment in supporting such a project. Subsequent meetings resulted in the creation of a Task Force which included additional leading representatives of several participants:

- Javier Benayas (Universidad Autónoma de Madrid)
- José María de la Villa (ESADE Business School)
- Ignacio Maroto (Instituto Superior de Educación, Administración y Desarrollo)
- Alonso Gil – Casares (Instituto Superior de Educación Administración y Desarrollo)
- Manuel Escudero (Deusto Business School)
- Daniel Serra (Universitat Pompeu Fabra)
- Joan Fontrodona (IESE Business School)
- Carla Freire (Universidade do Minho)
As a result of months of discussions and cooperative work, Ignacio Maroto from INSTITUTO SUPERIOR DE EDUCACIÓN, ADMINISTRACIÓN Y DESARROLLO, was assigned the task of presenting a proposal for testing amongst the different Business Schools (in Spain and Portugal) the progress on implementation of PRME principles at the PRME Emerging Chapter Iberian meeting on February 1, 2016, held at Porto Business School.

Project was approved, a new participant from Portugal, Porto Business School was added to the task force, and a questionnaire was developed for testing amongst a number of schools in Spain and Portugal. Results will be summarized and send to participants. Deadline for completion is June 30 2016.

A short summary of activities and accomplishments to be achieved are the following.

**Guidelines**

- Indicators to be included as optional information in Progress Report

- Considered within the context of PRME members’ path for improvement and self – assessment. Members will be able to check their advancement in PRME principles by covering gradually more areas from the indicators.

- Even though indicators naturally work within bottom-up processes, top-down and stakeholder approach will be fostered whenever possible.

- Inspired in long – term Reference Framework. Indicators will cover six evaluation fields (columns), eight subject areas related to the principles of Global Compact (rows, “sustainability subject areas”), and 17 subject areas covering the Sustainable Development Goals, mapped into the corresponding sustainability subject areas (One row for each goal).
## Governance

### A. All sustainability issues

#### Goal 1. No poverty

#### Goal 2. Zero hunger

#### Goal 3. Good health and well-being

#### Goal 4. Quality education

#### Goal 5. Gender equality

### B. Human Rights

#### Goal 1. No poverty

#### Goal 2. Zero hunger

#### Goal 3. Good health and well-being

### C. Labour Rights

#### Goal 8. Decent work and economic growth

### D. Environmental Issues

#### Goal 6. Climate action

#### Goal 7. Life below water

#### Goal 13. Life on land

#### Goal 14. Clean water and sanitation

#### Goal 15. Affordable and clean energy

### E. Transparency & Corruption Practices

#### Goal 10. Reduced inequalities

#### Goal 16. Peace, justice and strong institutions

### F. Development Cooperation

#### Goal 9. Industry innovation and infrastructure

#### Goal 11. Sustainable cities and communities

#### Goal 12. Responsible consumption and production

### G. Sustainable Development Goals

### H. Other Issues *

#### Goal 17. Partnerships for the goals

*such as: Social Innovation, etc.*
Principle 2

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

Public-Private Partnerships

INSTITUTO SUPERIOR DE EDUCACION ADMINISTRACION Y DESARROLLO (ISEAD IN 2015) has been actively participating with Iberian PRME Community. We presented in February 2015 different initiatives that have been developed as a result of the implementation of projects in Latin America. More specifically, some specific sessions on Social Entrepreneurship and on Base of the Pyramid programs with local sponsors, as well as Social and Economic Entrepreneurship School (Colombia / El Salvador) and specific MBA programs -different from traditional profile- were presented. These programs’ aim is local development of student’s community area, promoting projects on the University’s research lines. They are focused on transforming leadership, according to the University’s areas of influence. New subjects are introduced, such as: CSR, Public-Private alliances, Stakeholders’ negotiation and dialogue, International Development Cooperation, Development Action Assessment.
ISEADX. INSTITUTO SUPERIOR DE EDUCACION ADMINISTRACION Y DESARROLLO developed a new tool to provide access to higher education to a wider range of students. ISEADX was created as a platform of business knowledge 100% available to individuals and communities with limited resources and/or located in areas distant from universities and schools. As a starting unit “Online case methodology description” was explained as a tool of education to make student’s aware of the different perspectives available when approaching a business problem: a tool that makes individuals think and act by means of continuously questioning the validity of their own assumptions.
**Principle 3**

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

INSTITUTO SUPERIOR DE EDUCACION ADMINISTRACION Y DESARROLLO methodology combines continued student progress in understanding the program technical content with the development of managerial skills and strategic thinking, through an intensive participating teaching and learning method.

INSTITUTO SUPERIOR DE EDUCACION ADMINISTRACION Y DESARROLLO promotes high interaction amongst participants from different countries and cultures. Trainers and students are connected in real time. Teaching system breaks barriers that recently hindered or precluded the transfer of practical knowledge across professionals in different geographies. Online interaction makes students feel less inhibited than in a classroom context, and promotes greater involvement and higher exchange of experiences and views.

**Online Case Methodology**

In 2015, a new course was launched in ISEADX platform to make available to all audiences INSTITUTO SUPERIOR DE EDUCACION ADMINISTRACION Y DESARROLLO’s breakthroughs in taking the Harvard Case Method to an online environment.

In words of Mr F. Javier Rivera Latas, President of the management Board:

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“In a changing business environment and constant evolution, identifying opportunities, creating and promoting innovative projects and leading the challenges is a major challenge for professionals and managers.

In our experience as Business School, training innovative leaders who inspire and impact their environment responsibly in society cannot be dissociated from the use of the appropriate method for this purpose. In this sense, and in contrast to individual learning and deductive methods, the Harvard case method is right, to focus on the effective management decision process.

Numerous prestigious business schools worldwide use this method on face-to-face courses, incorporating in recent years solutions like edX to foster work during the phase of individual study, while reserving the face-to-face part for discussion and decision-making.

In this context, the challenge is how the development of competition policy online is possible?

INSTITUTO SUPERIOR DE EDUCACION ADMINISTRACION Y DESARROLLO, through an innovative learning environment has driven the challenge of moving the case to the online method to make accessible to everyone managing quality training based on decision making and action”.

http://www.i-ead.com/
**Principle 4**

Research: We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

INSTITUTO SUPERIOR DE EDUCACIÓN, ADMINISTRACIÓN Y DESARROLLO decided to involve Non original PRME signatory universities into the key indicators project by presenting the project in the Copernicus Alliance conference held on November 25 2015 in Madrid.

COPERNICUS Alliance is a European Network of Higher Education Institutions which promotes transformational learning and change for sustainable development within the higher education sector. Through partnership with society, it aims to re-orient higher education programmes and research towards sustainable development as well as promote best practice regarding the sustainable management of university campuses. It seeks to build partnerships with business, government agencies and civil society to progress sustainability at the local and global level.
COPERNICUS Alliance aims to achieve the following:

Network: Exchanging good practice and enhancing knowledge on sustainability and Education for Sustainable Development in Higher Education.

Policy and Representation: Informing higher education policy-making in Europe and globally. Engaging and participating in international gatherings, dialogues, committees and expert groups.

Professional development: Developing tools and materials and providing professional development opportunities.

Outreach: Working in partnership to promote sustainable development in European Higher Education.

Attendants became interested in PRME initiative and scope of action and several questions were made by participants on project development calendar and expected results.
Instituto Superior de Educación Administración y Desarrollo is strongly concerned and committed to sustainability and wealth creation and this is reflected in the pioneering work on the development of the Master in Leadership and Sustainable Development (MDL).

**Program Objective**

The objective of the Master is:

- Assist managers and local government technical staff to obtain practical knowledge and skills to face the ever changing and complex challenges for achieving a sustainable development, in both in rural and suburban areas. Those individuals should learn how to apply managerial and technical methods learned, with the aim of serving their communities while creating wealth and employment.

- Assist professionals achieve an integrated and global vision through the knowledge and understanding of the European and international framework.

- Educate and develop entrepreneurial professionals and managers, and promote initiative in the understanding of the real potential of the local territory towards a global and sustainable development.

Students work in different geographies and in different environments and keep specifically interested on how to apply the learning to the ground. Through the courses’ participation questions, courses are provided with a practical evaluation guide that helps participants think and work the key concepts of each class in their own perspective or Business. Questions move the debate from a theoretical environment to their own background or business experience.

**INSTITUTO SUPERIOR DE EDUCACIÓN, ADMINISTRACIÓN Y DESARROLLO** provides a business education intended to promote social change in the scope of influence where our students work. Thus, one of the key components of student education in the Master in Leadership and Local Development consists in the design of Development Projects which often renders a strong impact in the social and economic progress of the communities where these students operate.

Just to provide a perspective of how is this program impacting local development initiatives and transforming the environment, a list of projects undertaken by our graduates in the past 2 years is posted below.

Instituto Superior de Educación, Administración y Desarrollo

http://www.i-ead.com/
a) Increasing Empowerment and Participation in local initiatives.

   a. **Comuna 6, 12 de Octubre Medellín.** Project to promote citizen involvement in actions and initiatives to improve community living standards.

b) Local Tourism Development initiatives in Colombia.

   a. **Riofrío valle del Cauca** and
   
   b. **Paredes Springs and Swamps conservation through Ecotourism promotion.**

   c. **Academic Tourism in TUNJA**

c) In a male dominated society, promotion of Gender Equality in the towns of....

   a. **Ibagué, Santiago de Cali y Sogamoso.**

d) Protecting women from the war-in-place in areas of key heavy fighting between government armed forces and guerrillas.

   a. **Monteira.**

e) Implementation of activities to promote and provide the population with access to education.

   a. **Promoting Public libraries in parks of Medellin and Cali.**

   b. **Promoting access to higher education in Medellin.**

f) Sustainability initiatives

   a. **Generating initiatives to make Sincelejo a sustainable city.**

   b. **Development of a sustainable internal and commercial harbor in San José de Cúcuta.**

   c. **Improving and promoting sustainability in:**

      i. **Reservoirs of Eastern Antioquia.**
ii. Los Patios, a suburban area of Cúcuta.

iii. Zona Yarumito (Copacabana district)

g) Security in Food Conditions and Water Supply

   a. Indigenous communities in Embera (Caldas District)

   b. Pasto.

   c. Top and Middle Guajira in Uribia (Guajira District)

   d. Fight Infant malnutrition in Lorica.

h) Microbusiness Development initiatives

   a. Ciudad de Pasto

i) Social Inclusion of Handicapped and disabled individuals.

   a. Nariño.

j) Project development to close gap between technology and medicine in Colombia through facilitating training to local specialists.
Principle 5

Partnership: We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

Most of INSTITUTO SUPERIOR DE EDUCACIÓN, ADMINISTRACIÓN Y DESARROLLO Faculty members hold management positions in national and international corporations and provide through a 360° feedback, learning from experience obtained at work to school, and new academic approaches received in school to work, exploring new ways to meet social and environmental responsibilities.

Quality of training and education at INSTITUTO SUPERIOR DE EDUCACIÓN, ADMINISTRACIÓN Y DESARROLLO is based on Faculty quality. Faculty members meet the following criteria:

a) Open mindedness on the areas of knowledge taught, proven experience and excellent teaching skills to convey knowledge and encourage participation.

b) Methodological flexibility and skills in managing technical resources.

c) High sensitiveness to expectations from students which delivers an outstanding level of student satisfaction.

INSTITUTO SUPERIOR DE EDUCACIÓN, ADMINISTRACIÓN Y DESARROLLO faculty has at least five years of full time business experience. In addition, INSTITUTO SUPERIOR DE EDUCACIÓN, ADMINISTRACIÓN Y DESARROLLO continues to incorporate new faculty members from different countries searching for wider international backgrounds.
Principle 6

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

- PRME Iberian Cluster Meeting in May 2014. (Madrid)
- PRME Iberian Cluster Meeting in October 2014. (Madrid)

Primer Reunión PRME en España y Portugal
Primeira Reunião PRME em Espanha e Portugal
Jueves, 10 de julio de 2014
ESADE Business School, Campus de Madrid, Aula 216

- PRME Portugal Meeting of Schools on Cluster Projects in January 2015. (Lisbon)

Conferência | PRME em Portugal: presente e futuro
Em 08-01-2015 das 14:00 às 17:30 / Auditório CGD, Qualhas - ISEG
• PRME  Iberian Cluster Meeting in February 2015. (Madrid)

• Copernicus Alliance Meeting November 2015. (Madrid)

• PRME  Iberian Cluster Meeting in February 2016. (Porto)
Outcomes and Key Actions moving forward

Assessment on outcomes

INSTITUTO SUPERIOR DE EDUCACIÓN, ADMINISTRACIÓN Y DESARROLLO has progressed on the implementation of PRME from 2014 to 2016 in several ways:

- **Purpose:** Leading role in the design and introduction of key indicators of implementation of PRME
- **Values:**
  - Participation in the Inspirational Guide on the implementation of PRME, PRME Chapter Iberian
  - New offerings for education free of cost and available to all, through ISEADX online platform. Introduction of three new courses
- **Method:** INSTITUTO SUPERIOR DE EDUCACIÓN, ADMINISTRACIÓN Y DESARROLLO’s breakthroughs on bringing the Case Method to the online environment shared and available to all through ISEADX online platform
- **Research:**
  - Research projects impacting on the social and economic progress of local communities on developing countries: 20 projects from 2014 to 2016
  - Participation in research seminars: Through INSTITUTO SUPERIOR DE EDUCACIÓN, ADMINISTRACIÓN Y DESARROLLO participation in Copernicus Alliance Conference, 2015
- **Dialogue:** Special progress has been achieved in this principle, through active participation of INSTITUTO SUPERIOR DE EDUCACIÓN, ADMINISTRACIÓN Y DESARROLLO in the creation and development of PRME Chapter Iberian, as well as growing collaboration with PRME signatories in Spain and Portugal.
Key actions moving forward

INSTITUTO SUPERIOR DE EDUCACIÓN, ADMINISTRACIÓN Y DESARROLLO wishes to move forward in the implementation of PRME for the years 2016 – 2018. The following key actions are expected to take place:

- Active participation in regional dialogue about PRME, through action within PRME Chapter Iberian.
- Progress on the PRME indicators project, with a pilot test conducted in 2016, and a reviewed proposal of indicators to be shared with the whole of the PRME community.
- Deepening of research through development projects in local communities of developing countries.
- Active research through breakthroughs coming from the development of PRME indicators and impact of SDG.
- Introduction of additional subjects and case studies dealing with sustainability issues on the different INSTITUTO SUPERIOR DE EDUCACIÓN, ADMINISTRACIÓN Y DESARROLLO’s programs, as a first step towards a cross curricular approach on sustainability.
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