

## PRESS RELEASE



**Presented today at the World Economic Forum 2020**

# **EADA Business School rated as one of the “best business schools for the world” in the new global PIR rating**

- ***United Nations Global Compact, OXFAM International and WWF support the initiative.***
- ***The Positive Impact Rating (PIR) is a new global evaluation of the positive impact business schools have on society, a rating which encompasses more than a school’s contribution to the business world.***

**Barcelona, 22nd January 2020.** *EADA Business School* has achieved great international recognition after being rated **among the top nine business schools** for their positive impact in society. The results of the student-voted **Positive Impact Rating (PIR)**, which were published this morning in Davos, show the top 30 institutions which have performed well.

Although none of the business schools achieved the top position of level 5, *EADA Business School* was chosen as one of the nine institutions to be included in the level 4 rating of “transforming schools”. These schools received a higher evaluation than the rest for their impact incorporated into the school’s culture (+18%) and governance (+23%), which are considered essential dimensions for a change impact process. The students also rated these schools highly for including sustainability and social commitment in their mission and for the degree in which these factors are considered the driving force behind the school. Students highlighted two fundamental areas when evaluating *EADA Business School*: leadership development as the basis of all of its programmes and the strong *EADA* community which organises both academic and extracurricular activities related to social and environmental issues.

Koke Pursals, President of the *EADA Business School* Foundation, is pleased not only due to the school’s prominent position in the rating but also because **“we are immersed in a paradigm shift with no way back in which capitalism needs to be sustainable and we have to be able to train its leaders.”**

*EADA Business School* was founded in 1957 as an ideologically and economically independent institution. As well as appearing in the international rankings of well-known publications such as the *Financial Times* or *The Economist*, it also holds the *EQUIS* accreditation from the *EFMD* (European Foundation for Management Development) and the *AMBA* which recognises the quality of its *MBA* programmes.

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The other 21 schools are rated in the level 3 position and demonstrate results in some impact dimensions. In keeping with the spirit of improving good practices, the rating does not include those schools rated below level 3. (see table)

<b>Positive Impact Rating – the Top 30 Leading Schools</b> (first edition January 2020)		
<b>Level 4 – Transforming schools</b>	<ul style="list-style-type: none"> <li>• Antwerp Management School, Belgium</li> <li>• EADA Business School Barcelona, Spain</li> <li>• Georgia Institute of Tech. - Scheller College of Business, U.S.</li> <li>• INCAE Business School Costa Rica, Costa Rica</li> <li>• Indian Institute of Mgmt Bangalore, India</li> <li>• Maastricht Univ. - School of Business</li> </ul>	<ul style="list-style-type: none"> <li>• Economics, the Netherlands</li> <li>• Univ. of California at Berkeley - Haas School of Business, U.S.</li> <li>• University of Guelph - Lang School of Business, Canada</li> <li>• University of Vermont - Grossman School of Business, U.S.</li> </ul>
<b>Level 3 – Progressing schools</b>	<ul style="list-style-type: none"> <li>• Amsterdam Business School, Netherlands</li> <li>• Audencia Business School, France</li> <li>• EDHEC Business School, France</li> <li>• Esade Business School, Spain</li> <li>• ESCP Europe Business School, Germany</li> <li>• Fordham University - Gabelli School of Business, U.S.</li> <li>• Grenoble Ecole de Management, France</li> <li>• Hanken Business School, Finland</li> <li>• Hong Kong Univ. of Science &amp; Technology - HKUST Business School, China</li> <li>• IESEG School of Management, France</li> <li>• KEDGE Business School, France</li> <li>• Kozminski University, Poland</li> </ul>	<ul style="list-style-type: none"> <li>• London Business School, UK</li> <li>• Nova School of Business and Eco., Portugal</li> <li>• University of Gothenburg School of Business, Sweden</li> <li>• University of Michigan - Ross School of Business, U.S.</li> <li>• Univ. of Texas at Austin - McCombs School of Business, U.S.</li> <li>• University of Toronto - Rotman School of Mgmt., Canada</li> <li>• Western University - Ivey Business School, Canada</li> <li>• XLRI Xavier School of Management, India</li> <li>• York University - Schulich School of Business, Canada</li> </ul>

In this first edition, the organisation selected students from the top 50 business schools in the world from the [Financial Times Masters in Management 2018](#) (FT) ranking and the top 50 from the [Corporate Knights Green MBA](#) (CK) ranking. In total, 51 business schools took part in the evaluation process.

### A change in criteria and the future

The traditional view of business schools is to train participants to develop their management skills and provide talent to companies. In this way, business schools support both the economy and business. To date, generating a positive impact for society has not been considered important. However, according to figures from the UN the demand for greater sustainable development has increased over the last decade. The new PIR rating, which uses 20 questions to evaluate 3 areas and 7 dimensions, meets this demand

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and signals 2019 as a watershed year where young people have spoken out. The global conscience has shifted towards the climate emergency but also towards social justice and the aim of this rating is for it to become a lever for change. Ratings are becoming increasingly more important and the PIR offers a new and better way of evaluating business schools in the 21<sup>st</sup> century. A school's impact is measured in three areas (dynamism, training and commitment) which are then divided into seven dimensions (see table below) which includes the evaluation of the programmes on offer, the learning methods used and the active participation of the students. Two essential areas for the creation of a positive impact are evaluated: the school's culture and governance. It also analyses the public engagement of the participants and whether the students consider the institution to be a role model.

<b>ELEMENTS OF STUDENT RATING 19/20</b>		
<i>3 Areas, 7 Dimensions, 20 Questions</i>		
<p><b>Energizing</b></p> <p><i>Areas Assessed:</i></p> <ul style="list-style-type: none"> <li>• Governance</li> <li>• Culture</li> </ul>	<p><b>Educating</b></p> <p><i>Areas Assessed:</i></p> <ul style="list-style-type: none"> <li>• Programs</li> <li>• Learning Methods</li> <li>• Student Engagement</li> </ul>	<p><b>Engaging</b></p> <p><i>Areas Assessed:</i></p> <ul style="list-style-type: none"> <li>• Institution as role model</li> <li>• Public Engagement</li> </ul>

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