Andrew Main Wilson Chief Executive

AMBA & BGA

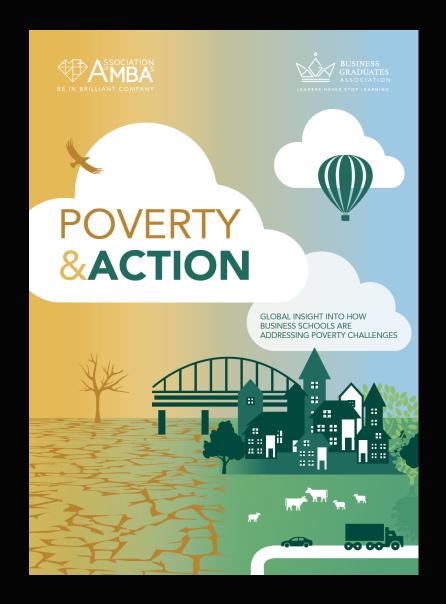


CEEMAN Annual Conference - 2019

Wroclaw









- The only specialist Accreditation and Membership brand for Business Schools' flagship product and students – the MBA
- Exclusive network limited to 300 quality Business Schools



BUSINESS GRADUATES

ASSOCIATION

LEADERS NEVER STOP LEARNING

- Powerful new brand for Business Schools and Student & Graduate members
- Strong emphasis on both Practical and Responsible Management Impact
- Entire School Portfolio focus: Undergraduate → Postgraduate
- 3 School Portfolio engagement levels:
 - Membership → Validation → Accreditation
 - Bronze \rightarrow Silver \rightarrow Gold











LEADERS NEVER STOP LEARNING



AMBA Poverty & Action - Societal Impact Survey



Survey Participants	Sample Size
Business School Leaders	188
Business School Students	425
Business School Graduates	1304
TOTAL	1917

Source: AMBA & BGA Survey 2019



Poverty & Action Survey



	% Agree	
	Business School Professionals	Students and Graduates
1. I feel my Business School makes a genuine effort to tell its students how they can make a difference to those less well off in society	65%	49%
2. I am confident my Business School helps the poorest people in society	52%	39%

Source: AMBA & BGA Survey 2019



What would help Business Schools make more of an impact on tackling Poverty?



Funding to run programmes and projects which support entrepreneurs from poor backgrounds	64%
Increasing the awareness Business Schools play in addressing issues surrounding poverty	58%
More emphasis on poverty reduction as a purpose of Business Schools	55%
More curricula on MBA programmes dedicated to alleviating poverty	50%
More collaborative working and sharing between Business Schools	45%
Funding to directly implement projects based on research	42%
Training academics to help communicate their research findings	35%
Political support for the Business School community's role in influencing business approaches	32%
Greater external investment into your local economy (e.g. digital infrastructure and transport facilities)	32%
More support staff within your Business School to help influence businesses, regulators and politicians into making a difference	31%



Case Study 1 – South Africa



University of Cape Town – Graduate School of Business

Opened a new teaching and research site – The Solution Space Hub

- 1. Ecosystem for early-stage start-ups
- 2. R&D platform to experiment with emerging business models



Case Study 2 – Ecuador



ESPAE – Graduate School of Management

Conducting research into training smallholder farmers and urban microretailers how they can operate more efficiently to benefit both low-income producers and consumers.

Issue: Business School staff are incentivised in terms of teaching objectives, faculty goals and cohort intakes — not helping and supporting poverty impact innovation.