



PRME REPORT 2014

UN PRME | SIP 2014 | LUND UNIVERSITY SCHOOL OF ECONOMICS AND MANAGEMENT (LUSEM)

SHARING INFORMATION ON PROGRESS: ETHICS, RESPONSIBILITY AND SUSTAINABILITY



LUND UNIVERSITY
School of Economics and Management



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.

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.

Principle 3 | Method

WE WILL CREATE EDUCATIONAL FRAMEWORKS, MATERIALS, PROCESSES AND ENVIRONMENTS THAT ENABLE EFFECTIVE LEARNING EXPERIENCES FOR RESPONSIBLE LEADERSHIP.

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.

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.

Principle 6 | Dialogue

WE WILL FACILITATE AND SUPPORT DIALOG AND DEBATE AMONG EDUCATORS, STUDENTS, BUSINESS, GOVERNMENT, CONSUMERS, MEDIA, CIVIL SOCIETY ORGANISATIONS AND OTHER INTERESTED GROUPS AND STAKEHOLDERS ON CRITICAL ISSUES RELATED TO GLOBAL SOCIAL RESPONSIBILITY AND SUSTAINABILITY.

A word from the dean

Lund University School of Economics and Management (LUSEM) is a faculty of Lund University, the largest university in Sweden. The School received its current organizational status in 2004, and it brings together the units of the University that have educated managers for the Swedish and international business society for more than 50 years. The School's alumni are frequently found among the leaders of important corporations and public agencies in Sweden and internationally.

Sweden is a pioneer in ethical and sustainable leadership. Sweden hosted the world's first meeting dedicated to environmental problems, the United Nations Conference on the Human Environment, in 1972. Sweden was a forerunner in consumer rights and corporate responsibility with a consumer ombudsman, the world's first, in 1970. Swedish firms have been exposed to stringent regulations in work safety and co-determination for many decades and have developed many innovations in these areas. Today Sweden boasts the highest share of multinational firms per capita in Europe. With their global orientation, Swedish firms have to be 'good citizens' not only in Sweden but throughout the world. All of these factors have induced Swedish enterprises to address issues of justice, equity and sustainability in their operations and many enterprises have successfully developed competitive strengths with organizations and products that are forerunners in the field.

Sweden thus provides a fertile ground for LUSEM's work on ethics, responsibility and sustainability, building on the country's long-lasting tradition of upholding high standards in these areas. At LUSEM we have a strong commitment to continuing taking responsibility, a commitment that we express as making a difference.

While there has been a sharpened focus on ethics, responsibility and sustainability recently, the issues have been in focus in teaching, research and external engagement at LUSEM for a long time. All students are challenged to take on the issues at the introductory level of studies; a number of research areas and a large number of research projects address issues in ethics, responsibility and sustainability; and, the School's external engagement has a long tradition in dealing with the responsibility of business.

As this report shows, the School has in recent years significantly increased the attention to these questions. We have mapped and analyzed how ethics, responsibility and sustainability are integrated in our course curriculum. We have developed new course modules and courses to further enhance our commitment to the principles of responsible management education. We have introduced new research projects with a clear focus on ethics, responsibility and sustainability, and we have developed our partnerships. We are committed to continuing this process and further develop our education, research and outreach activities.

Regards

Fredrik Andersson
Dean
Lund University School of Economics and Management



LUSEM strives at making a difference by engaging in the rapidly evolving issues on ethics, responsibility and sustainability through education, research and collaboration with business and the public sector. Everyday life at LUSEM shall also reflect the School's ambitions in creating a sustainable world.

– STRATEGY FOR ETHICS, RESPONSIBILITY AND SUSTAINABILITY



PRINCIPLE 1. PURPOSE: A New Strategy for Ethics, Responsibility and Sustainability

The mission of Lund University School of Economics and Management (LUSEM) is stated as follows:

Our school is a driving force in society by:

- Preparing students to contribute to resolving global challenges through relevant, research-based and business integrated education.
- Advancing knowledge through internationally distinguished research and cutting edge teaching.
- Taking an active part in developing a sustainable society based on innovative thinking.
- Combining innovative research and close contact with business community and the public sector with the academic tradition and diversity within Lund University.

Based on our mission a new strategy for ethics, responsibility and sustainability was developed during 2013, summarized as:

LUSEM strives at making a difference by engaging in the rapidly evolving issues on ethics, responsibility and sustainability through education, research and collaboration with business and the public sector. Everyday life at LUSEM shall also reflect the School's ambitions in creating a sustainable world.

The basis for LUSEM's work on ethics, responsibility and sustainability springs from our mission and the core values shared with Lund University. The core values state that "Rationality, quality and commitment permeate the activities of our University. Academic integrity is absolute." and that "The University is a critical voice and driving force in society." It is only by taking this basic ethical frame seriously that an academic institution can help instilling a genuinely responsible outlook among faculty, staff and students. The commitment to sustainability is also inherent in the School's vision of expanding its intellectual footprint.

As a research-driven school of economics and management, LUSEM's approach to engaging students in confronting questions of ethics and responsibility is anchored in academic work in fields such as corporate social responsibility and behavioural economics. Taking on such issues early on is an important impetus for students to naturally adopt a responsible mind-set in their future roles as decision makers and experts.

The School is committed to keeping its faculty up to pace with these and other developments through training initiatives at the School level, and at the same time the School fosters an atmosphere which is open for new impulses and debate. In these efforts, the School benefits from the breadth of Lund University and the rich possibilities for formal and informal interdisciplinary exchange that are part of everyday life on campus. The School also benefits from the strong international presence on campus and its international partner network.

The School is strongly committed to conducting its everyday activities in accordance with the standards that are taught.

The School's commitment to responsible behaviour is reflected in our membership in PRME. The School has recently joined the Nordic Chapter of PRME to facilitate sharing of best practices and collaboration in the coming years.



PRINCIPLE 2 & 3. VALUES AND METHOD: Educational Curricula and Processes

LUSEM is a large education institution. About 60 percent of the budget is spent on teaching, and almost 3 600 student FTE's annually receive their training at the School. The majority of students, moreover, are enrolled at the BSc level. This implies that the primary road for expanding the School's footprint when it comes to ethics, responsibility and sustainability goes through its students.

The efforts exerted for advancing ethics, responsibility and sustainability rely on a number of pillars:

- Important ground being covered in introductory courses that are taken by all students in the BSc programme in business and economics.
- Deeper treatments in a number of specialized programmes, at the master level in particular.
- Engagement of faculty in innovation and development of the teaching portfolio as regards ethics, responsibility and sustainability.
- Education and development initiatives for faculty members facilitated by cooperation internationally and with other parts of Lund University.

INTRODUCTORY STUDIES

As mentioned above, a vast majority of the students at LUSEM enter the BSc in business and economics programme as freshmen. In order to ensure that all students, regardless of future specialization, receive a solid education in ethics, responsibility and sustainability, LUSEM has introduced a mandatory 6-credits module in business ethics *The corporation and its role in society* ("Företagets roll i samhället") at the end of the first semester. This module ensures that all students get a good understanding of fundamental concepts such as corporate social responsibility, sustainability, stakeholders, triple bottom line, various forms of ethics, as well as an understanding of how companies have evolved over the centuries and how their role in society has changed accordingly. The basic idea is hence to provide the students with a solid and shared frame of reference as a starting point early in their studies. This is then something teachers in later courses, in various subjects, can depart from, apply and build upon.

Below some important courses (not an exhaustive list) are listed that applies and further develops the students' general and basic knowledge and skills within ethics, responsibility and sustainability within the special context/subject area of each course.

In introductory marketing, ethics and corporate social responsibility are discussed in terms of their role for marketers, since consumers' and companies' caring about ethics and corporate social responsibility has been a growing trend in the past few decades. It is also discussed as a part of companies' increased responsibilities in consumer society, with global companies. The issues are approached both in terms of consumer behaviour and what companies, especially those with global brands, are doing. Also, several other courses in business administration relate to ethics, responsibility and sustainability. One example is the course *Strategic organizing* in the first part of continuing studies in business administration, a course that



uses case studies to explore, for example, organization culture and ethical values.

In introductory macroeconomics, green national accounts are discussed and students are familiarised with the World Bank database. The implications of green accounting are explored and critically assessed. In the preceding course in microeconomics, behavioural economics is introduced in such a way that students are, for example, able to grasp and discuss the ethical implications of marketization. Also, ethical questions related to international trade, such as appropriate implementation of labour standards, are covered in the introductory course. Another important area is environmental economics, analysing negative externalities, arguments for political intervention and alternatives in environmental policy.

The fact that ethics, responsibility and sustainability is discussed in introductory business and economics courses guarantees that all students graduating from the BSc programme in business and economics will have spent time and efforts on the basics of ethics and responsibility. The efforts are nevertheless geared up presently. In the autumn of 2014, the introductory course in economics will be restructured in such a way that three credits are dedicated to ethics and corporate responsibility; while some of the substance of this is already in place, the restructuring will bring in new items and provide a clear structure for following up that each item is indeed being covered. Furthermore, a new Honours Track (also starting in the autumn of 2014) within the BSc programme in business and economics will enable the best and most motivated students (appr. 25 students per year) to conduct a project work within the area of sustainability in parallel with their ordinary curriculum during semesters 3 and 4. This project work will be done in close cooperation with one or several companies or other relevant organizations that the students will collaborate with, supported by a LUSEM supervisor.

For the large majority of students who continue beyond the introductory course in business administration, a new man-

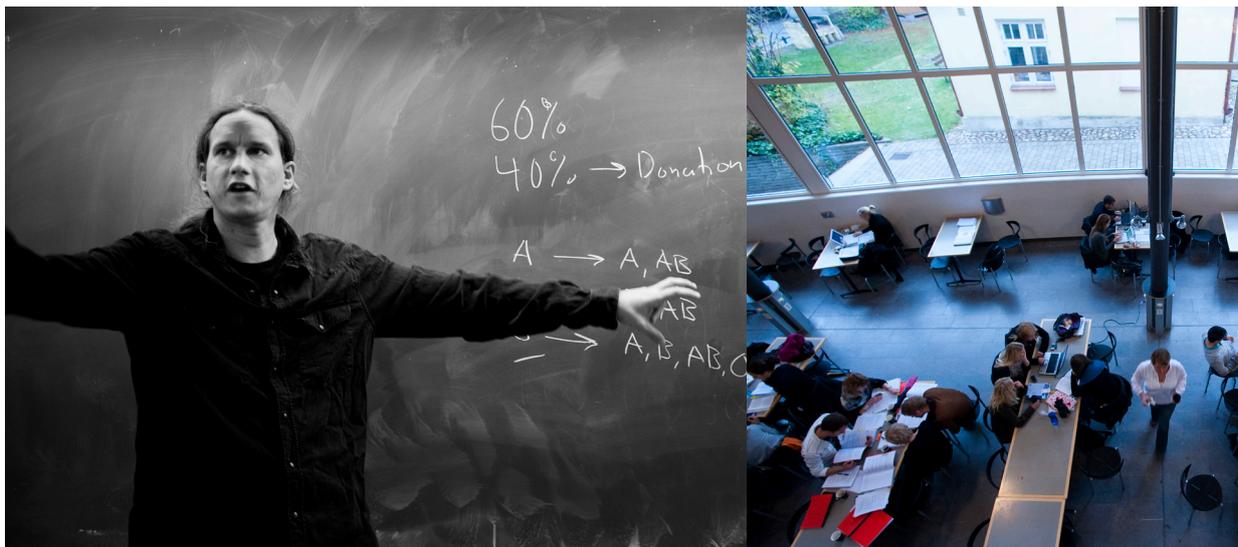
datory 6-credit intermediate-level course; *Research methods and integration in business administration*, in sustainability and scientific methods has been introduced starting in the autumn of 2013. Students are trained in basic statistical analysis and interview techniques and interpretation. When doing so students are focused on economic, social and environmental sustainability. The design of the course starts off with a guest lecture by a consumer oriented company with a clear sustainability claim. Along with readings on sustainability, students examine their own views, conceptions and expectations of sustainability, as consumers as well as future employees and decision makers.

CONTINUING STUDIES

In continuing studies, the students specializing in marketing, accounting, and strategy, in particular, work extensively on questions relating to ethics and responsibility. In addition, elective courses in e.g. environmental economics provide further opportunities for students.

In management control, corporate social responsibility is discussed as Triple bottom line – Profit, Planet, People (3P). The responsibilities for managers have been expanded over the years; profit is no longer enough to control a business or a business unit. Management control systems must be able to handle 3P and other non-financial data. Case material from Ikea and Volvo about their codes of conduct called I-way and Volvo-way is used extensively. In corporate governance, different ethical dilemmas are discussed to address the ultimate question why corporate social responsibility is important from a Board/Top Management perspective. The question if there is a trade-off between corporate social responsibility and profit maximization is also discussed.

In accounting, ethics and responsibility are discussed related to several issues like accounting standard setting, accounting reporting, and accounting choice. Particular attention is devoted to the risk of misusing accounting (called earnings management), as for example in some big financial scandals



that have occurred and where accounting has been at the centre of attention. It is also important to assure a fair process when producing accounting standards in order to give legitimacy at accounting since it is taught as not only a technical subject but one of social significance. In an international setting harmonisation can be claimed to be important since then different companies have the same rules to attend to which gives a more fair competitive situation. In addition, ethics is discussed in relation to corporate culture, whether ethics can be mobilized as a competitive advantage or if it has other, intrinsic, qualities which make it difficult to manage.

The Master program in Entrepreneurship collaborates with the Master program from The International Institute for Industrial Environmental Economics, IIIEE, since 2007. Students from both programmes work together to make business ideas environmentally sustainable. Students from the master programme in Entrepreneurship also perform an assignment together with the Hunger Project. The assignment's objective is to create socially responsible entrepreneurs.

The education in information systems also places a strong emphasis on ethics, responsibility and sustainability. The master programme has a course, *IT, innovation, and sustainability*, with the aim that students should achieve a profound understanding of the relationship between Information Technology (IT), innovation and sustainability. The students acquire theoretical knowledge in each of the areas, with specific relation to Information Systems research. On completing the course, students have the tools and skills for designing, planning and evaluating artefacts and guidelines of Green IT. Students are introduced to a wide range of empirical examples and real-world cases focusing on sustainability and IT.

Research projects and courses with a focus on business and environmental law, environmental auditing, the concept of sustainable development and corporate social responsibility have been part of research and teaching at the Department of Business Law since the beginning of 1980's. Today, lectures

introducing these subjects are an integral part of almost all the courses given by the department. These courses are either mandatory or may be included in degrees at LUSEM, and most of the teachers at the department are involved. Several special courses in environmental law have evolved over the years and today the department is part of four different education programs, with two courses at the Faculty of Science, and two courses at the Faculty of Engineering.

The degree project is an important part of the studies for all students completing a bachelor's or a master's degree. The fact that a large number of degree projects are done in the areas of ethics, responsibility and sustainability attests to the impact of teaching in the area as well as the student interest. The following is a sample of degree projects completed in 2013:

- CSR Reporting in the Airline Industry: An Analysis of the Development of Airlines' CSR Reporting
- Is the sustainability information useful? A qualitative study of the Swedish institutional investors
- Standardization of Environmental Management and Sustainability Reporting
- Sustainability Assurance: The Swedish audit profession's interpretation and manifestation of competence
- Ethical issues in neuromarketing
- The use of fair value and its potential effects on dividends: A study regarding how the use of fair value has affected dividend payouts from real estate companies
- How SRI Affect Valuation Multiples and Portfolio Management

FACULTY DEVELOPMENT AND ENGAGEMENT

Another important means for leveraging the School's activities to make a footprint in ethics, responsibility and sustainability is by ascertaining that faculty members are engaged and challenged in these issues. There have been a number of activities recently where faculty and staff are engaged in this way. For example, a seminar was held in 2013 based on a lecture by Klas Eklund, who is an adjunct professor of economics and text-book author on climate change, and who has strong links to business. This makes him an excellent spokesperson for the desires from the business community to take on responsibility and to move forward their positions regarding sustainability. At this seminar/lecture, representatives from the School's partner network were represented as well, and their engagement and interest in the issues facilitated further strengthened commitment by faculty members.

LUSEM is also leveraging teaching as well as teacher development towards ethics, responsibility and sustainability. In pursuing this development, collaboration with other institutions has been important. The School has a long-term collaboration agenda with the International Institute of Industrial and Environmental Economics, IIIEE, at Lund University, and this agenda includes engagement of IIIEE researchers and teachers in LUSEM faculty development. Partners from the Nordic chapter of PRME have also been involved in such activities. In

a December 2013 faculty development seminar, speakers from the Central European University in Budapest, the Aalto School of Business in Helsinki, and the Swedish School of Economics in Helsinki participated together with faculty from the IIIEE.

In the intersection between education and engagement, the School currently runs an initiative – launched in the summer of 2013 – where students are put in contact with a number of the School's partners and other companies to review practices in corporate responsibility and sustainability. The initiative has turned out quite well so far, and active collaborations is ongoing with a number of organizations, including Alfa Laval, Arla Foods, Deloitte, the Hunger Project, IKEA and Swedbank. The initiative includes continuous follow-up by the School, and a pursuit of further initiatives for students to engage with the organizations in a number of ways, including writing bachelor's and master's theses in collaboration with companies in these areas. This initiative reflects both the commitment by the School to gain ground on these issues, and the insight that partners and other corporate, public or non-profit bodies are sometimes ahead of the academy in these developments.





PRINCIPLE 4. RESEARCH: A Portfolio for Responsibility

LUSEM is a research-driven business school and this means, of course, that ethics, responsibility and sustainability are reflected broadly in the research portfolio. The School's commitment to the issues is most clearly reflected in the priority setting, where the sustainable societies area has received a stronger focus in recent years, and where the demography, economics and health area – a long-standing priority – pervasively deals with fundamental issues for social sustainability.

In the following we will provide a number of examples. Obviously, this is by no means an exhaustive account; most research at the School does, one way or another, touch on issues of ethics, responsibility and sustainability.

The range of activities in which LUSEM faculty is engaged in is illustrated by the recent popular book in Swedish, *Generation goal – controversies surrounding climate and consumption* ("Generationsmålet – kontroverser kring klimat och konsumtion") where researchers from Lund University were gathered in an initiative by the Pufendorf Institute of advanced study to address the UN generation goals from different perspectives. Three out of ten contributors, and one of the two editors, were from LUSEM. Questions addressed include: Do people in the rich world have a climate debt to poor countries? Can we save the global climate by living a simpler life, consuming less and enjoying more leisure? Is Sweden a model for climate policy and adjustment, or is the problem just moved elsewhere by importing an increasing proportion of the goods we consume? The book is aimed at students, policy makers and the general public environmental and social issues.

CORPORATE SOCIAL RESPONSIBILITY, SUPPLY CHAINS, AND THE UN GLOBAL COMPACT

There is an active research group within the marketing area conducting a strong body of research regarding the development of corporate social responsibility in international retail supply chains. The focus of this research programme is on how supplier relationships can contribute to economic, social or environmental sustainability in retail products and processes. Methodologically, the approach is based on case studies that are pursued longitudinally.

In the Centre for Retail Research at Lund University that is currently being established, both of the main research themes, the customer relation and the logistics of the flow of goods, will address responsibility issues and sustainability aspects. In connection with the Centre and the expanding area of Global marketing and consumer behaviour, there is currently a recruitment process for a visiting professor under way to further strengthen research on responsibility and business ethics.

In the same area, projects are pursued that critically examine the membership in UN Global Compact among selected Swedish firms. This work too is primarily case-study based. The focus is on the impact of the UN Global Compact membership on the various stakeholders, and how it has changed over time. The project also addresses questions about the connection between the corporate strategy and stakeholder management, and how sustainability and a UN Global Compact membership can be linked to corporate strategy.

CO2 EMISSIONS, TRADE AND ENERGY HISTORY

The effects from foreign trade on CO2 emissions are an important and often neglected aspect on climate change. This issue is pursued in a programme to develop a method to account for greenhouse gases of nations that takes better consideration of the effects of international trade, both imports and exports, than the currently dominating ones do. Such a method should allocate responsibility for emissions according to what people can impact, which includes the level and composition of consumption, as well as their own country's energy system and production technologies. The "NEGA-emissions measure" that has been launched by professor Astrid Kander will be further developed in this project, which is a collaboration between researchers in Lund and Sydney, Australia. With the assistance of an encompassing database over CO2 flows in global trade, available at the university in Sydney, calculations of consumption-based emissions and of "NEGA-emissions" and "EXTRA emissions" will be made from 1990 onwards. The project also investigates the possible implications of such a change in greenhouse gas accounting in the context of international climate negotiations.

In the related project in collaboration with the University of East Anglia, UK, "Who did the dirty work? Energy embodied

in European and global trade, 1800-1970", European economic environmental history is moved beyond comparative national studies of energy, to investigate how nations have been interdependent and their respective roles in a global system. It will construct a new database: TEG (Trade, Energy, Growth). The degree to which earlier industrialisers like England and Germany had high domestic energy consumption and CO2 emissions because of their trade with less developed European countries and other regions of the world will be investigated.

SUSTAINABLE SOCIETY AND STANDARDS PROGRAMME

This research group is a newly established joint programme involving research both on the emergence of the so-called sustainable society and the role of standards in this process. The two research streams on sustainability and standards started in 2011 and 2012 and have converged since early 2013, as the role of standards, both in an overarching sense and in detail, is absolutely central if an environmentally, socially and financially sustainable society is to be achieved.

The programme includes approximately 20 researchers in a multi-disciplinary context, including four professors (strategic management, law), five associate professors (strategic mana-



gement, economics, engineering), two post-docs (strategic management, engineering), and nine PhD students and research assistants (economics, strategic management, informatics, law).

In addition, exam projects on the master's and bachelor's level are run. Furthermore, there is collaboration with Zhejiang University (China), National Tsinghua University (Taiwan), Berlin Technical University (Germany) and the Masdar Institute (UAE) when it comes to empirical fieldwork and data collection. Currently, a lot of effort is put into establishing similar partnerships with other universities around the world.

The programme has received 1.3 million euro so far, and is funded by a mixture of corporations (E.ON, Cementa), the main Swedish standardisation bodies (including Sveriges Standardiseringsförbund), and Lund University. The efforts to apply for grants via national funding organisations, corporations and other institutions are ongoing .

Although a range of different research projects are run within the programme, the overarching research question concerns the factors that drive the transformation into a society that is environmentally, socially and financially sustainable. Many different segments of society are researched, including, ci-

ties, networks, homes, transport and infrastructure, as well as different instances of the value chains, from upstream suppliers to downstream actors and consumers. There is a particular interest in products, services and businesses related to energy technology and information and communication technologies, as these are the key areas in the quest to become "smart" and sustainable. Standards is a core factor, but other focus areas are stakeholder management, inter-institutional collaboration, business model transformation, corporate strategy, policy-making, laws and regulation, taxation and subsidisation, and the development of new norms and values in society.

As there are rather few truly sustainable inhabited places in the world, and as they are very unique, idiosyncratic and local, most of the work takes a case-study approach, focusing on products, technologies, corporations, policy-makers, public management and, most importantly, on cities across the world attempting at becoming sustainable. Partner institutions include corporations such as Volvo, Volvo Cars, Scania, Siemens, IBM, Microsoft, E.ON, Cementa, Axis Communications, Ericsson, ST Ericsson, Sandvik, Camfil, estate owners, and more; standardisation bodies, the Swedish Foreign Office, employers' associations, trade union organisations, consumer organisations and more.





TRANSPORT, CO2 AND SUSTAINABILITY

Recreational travel is an important phenomenon from a sustainability point of view since the conflict between higher living standards and sustainable consumption seems particularly pronounced. In a project in economics, the focus is on households' joint choice of number of trips and days to spend at a destination. The effects of an increased CO2 tax approach are studied in a way that facilitates welfare analysis of exogenous policy and price changes. In particular, the focus is on the effect of including substitution between households' choice of the number of trips and days to spend at a destination in a welfare analysis. The analysis reveals an upper bound for the households' welfare loss. Approximating the welfare loss by the change in consumer surplus and accounting for the positive effect from longer stays, imposes a lower bound on the households' welfare loss. The difference in the estimated loss measures, from the considered CO2 tax reform, is about 20%. This emphasizes the importance of accounting for substitutions toward longer stays in travel demand policy evaluations.

The K2 National Knowledge Centre for attractive Public Transport is a consortium of Lund University, Malmö University College and The Swedish National Road and Transport Research Institute (VTI), funded by regions of Skåne, Stockholm and Västra Götaland together with the Swedish Transport Administration (Trafikverket), The Swedish Research Council Formas, the Swedish Governmental Agency for Innovation

Systems (VINNOVA), and the three partner institutions. It started in January 2013 with a mission to conduct world-class research through co-production and knowledge building to design the future of attractive public transport. It has a Board with members from the broadly defined public transport sector, and is based in Lund, but with activities across the three main urban regions of the country. The K2 vision is that in 2030, Sweden is a European model for public transport as a means of developing sustainable and attractive metropolitan areas. Public transport is the main system of passenger travel in metropolitan areas, with resource-efficient access to everyday destinations, at the same time delivering better health and better quality of life.

In its first two years, 2013 and 2014, K2 is in a start-up phase with a budget of 500 000 euro per year, where work will mainly be focused on identifying key research needs and planning research projects to meet these. LUSEM is involved in the management group whose main concern is to establish the centre in Lund and put forward an interesting and relevant research agenda for the future. A successful start-up phase will result in 2.7 million euro per year during a period of 10 years. LUSEM's strong positioning on Public Management research in close collaboration with the surrounding society makes it possible to have great ambitions to make substantial contributions to the research on sustainable transport solutions in metropolitan areas.



SUPPORTING LIFE: SUPPORTING LOW-COST INTERVENTION FOR DISEASE CONTROL – LOW-COST INTERVENTIONS IN RESOURCE POOR SETTINGS

This is a big collaborative project where the Department of Information Systems at LUSEM is an important partner. In developing countries, most of the 11 million deaths per year of children under the age five years occur in areas where adequate medical care is not available. In Malawi the under-five mortality rate is 133 per 1,000 live births. First-level health facilities – the closest health care services available to most sick children in developing countries are generally run by local healthcare surveillance assistants (HSAs). The WHO and UNICEF have developed the Integrated Management of Childhood Illness (IMCI) as a strategy to improve childhood survival and disease control. The IMCI strategy uses simple signs and symptoms to assess and classify illness, thus allowing health workers at first-level facilities to identify which children have minor illnesses that need symptomatic treatment.

The overall objective of Supporting LIFE is to combat mortality and morbidity among children in Malawi. It targets disease control in a multi-target intervention:

- Supporting LIFE provides local health surveillance assistants in Malawi with an electronic IMCI (e-IMCI) application based on mobile phones which can be used to improve the assessment, diagnosis and treatment of seriously ill children with infectious diseases and to circumvent the absence of healthcare infrastructures.
- It helps to ensure a more accurate diagnosis and reduces the barrier to care for those most affected by malaria/infantile diarrhea (children under 5 years) by providing wireless vital sign sensors and expert decision support systems deployed on mobile technology at the point of care.
- It will also facilitate digital data collection of children's health status thus providing accurate real time disease statistics in an area by monitoring symptom trends (e.g. fever/diarrhea) centrally. This will help circumvent the absence of healthcare infrastructures in Malawi and enable the Ministry of Health to improve public health initiatives.

Primary focus is given to malaria and infantile diarrhea disease control. However Supporting LIFE aims to be applicable to identification of children with numerous serious infections, including malaria and infantile diarrhea, but also pneumonia, meningitis and sepsis. Specific explorations include assessment of the technical as well as clinical feasibility of the e-IMCI. Also, evidence for the HSA adherence to IMCI/e-IMCI and its effect on other process measures and

patient outcomes as well as an implementation strategy will be developed. Ultimately, design guidelines will be developed for how the e-IMCI solution can become part of a national disease surveillance and management policy.

The project aims to collect a large patient dataset, which will help overcome existing data deficiencies in healthcare disease control in low resource settings in Malawi. Through local partners in Malawi, the Supporting LIFE project will educate and train health workers in manual and automatic (patient sensors) vital sign measurement and interpretation as well as how to use the e-IMCI tool to diagnose and treat young children with infectious diseases.

The project is funded by the 7th Framework of the European Union (FP7). Partners in the project include Accelompment AG, CH, Health Information Systems Research Centre (HISRC) University College Cork, IE, National University of Ireland, IE, Luke International Norway Forening, NO, Mzuzu University, MW, The Chancellor, Masters and Scholars of the University of Oxford, UK, The Registered Trustees of the Ungweru, MW.

ECONOMIC DEVELOPMENT AND COLONIAL EXTRACTION

This research programme takes institutional theory on the historical roots of diverging institutional pathways as its stepping stone and elaborates on the plausible causal links between colonial impact, institutional development, and current-day economic performance. This is done by scrutinising the theoretical and conceptual underpinnings of the distinction between extractive institutions and institutions for private property and by an attempt to assess quantitatively the distinction between extractive and growth enhancing institutions. Specifically, an attempt is made to arrive at measurement of extractive institutions, not in a legal or political sense, but how it is revealed in the actual organisation of the economy and how this changes over time. The focus is on estimating the distribution of income and wealth in the colonial economies by introducing the concept of extraction ratio as a measure of the extent to which a broad cross section of society has effective property right by the end of the colonial period. Thus, in contrast to previous work present institutions are not measured against the origins of colonization but as an outcome of a process of structural change over the colonial and post-colonial period. An understanding of the legacy of colonial institutions will have direct bearing on the prospects of later economic growth as well as on the need for institutional reform.

PRINCIPLE 5 & 6. PARTNERSHIP AND DIALOGUE. Integration with Community, sharing ideas and building relationships

As mentioned, engagement with corporate partners, the wider business community and the public sector is an integral part of the activity at LUSEM. This engagement takes many forms and an important one is the range of seminars and talks arranged by the School for an audience of outside parties.

An important theme of these arrangements has, for a long time, been sustainable management and corporate social responsibility. Common for these seminars is that they provide a meeting place for fruitful and dynamic discussions between faculty and representatives from the community.

EVENTS AND SEMINARS

As an example, the main annual event with the School's Partnership Foundation in February 2013 had the title "Brave new sustainable world". The event featured presentations and discussion about ways to make sustainability an integrated guiding principle for contemporary business, and the invited participants were Ms Margot Wallström, the Chairman of the University Board and the former vice president of the European Commission with recent experience from the United Nations, and Helena Helmersson, Head of Sustainability at H&M. At the event, corporate representatives and faculty members from the School have an opportunity to meet and exchange ideas on the theme of the event and other matters.

In response to the financial crisis LUSEM and, immediately following its inception, the Knut Wicksell Centre for Financial Studies, initiated a series of open seminars about the causes of the crisis and ways forward. This series of seminars has been ongoing over the last three years and has been well attended by faculty, corporate partners, and guests from the wider business community. Guests have included current and previous government ministers, members of the governing board of the Swedish Central Bank, and distinguished international guests.

In October 2013, the conference "Business Administration for a Sustainable World" was held at LUSEM and the programme was initiated by the former dean of the School, professor Allan T. Malm, also chairman of the Swedish National Association of Business Administration. The conference attracted more than 300 scholars from the Swedish business administration community, and the programme featured the leading profiles in business administration nationally as well as important stakeholders such as Anders Dahlvig, former CEO of IKEA, member of the School's Senior Corporate Advisory Board, and a vocal advocate for corporate responsibility, and Peter Norman, the Swedish Minister for Financial Markets. The conference was

a big success, and it testifies about the School's commitment to sustainability and responsible leadership.

Researchers from Sten K. Johnson Centre for Entrepreneurship are engaged in a "VINNVÄXT" project (a type of project run by the Swedish Governmental Agency for Innovation Systems) called The Future Supply Systems in Urban Areas. The aim of the project is to bring new knowledge to Swedish environmental engineering companies in order to increase their competitiveness internationally. For that purpose, the project will develop an environment that in a structured way puts together companies, research, and municipalities in common development processes. The outcome will be a platform for new innovative and sustainable solutions in urban areas that could be implemented through entrepreneurship. The objective is to create an accelerator that identifies challenges and needs, puts relevant actors together, and pushes sustainable development forwards. Participating organisations are Sustainable Business Hub (coordinator), Region Skåne, Lund University (Sten K. Johnson Centre and the Faculty of Engineering), The Swedish University of Agricultural Sciences, Malmö University College, and the municipalities of Malmö and Lund. Representatives from the companies Tyréns, Alfa Laval, and Malmberg Water are included in the steering committee. The Centre will assist with documentation, research, and analysis on the development, implementation, and outcomes of the platform. As mentioned, students from the master programme in Entrepreneurship also perform an assignment together with the Hunger Project.

The School has also been active in the development of the project Somali Information & Business Centre (SIBC). The project aims at facilitating and promoting Somali entrepreneurship, and thereby helping Somali immigrants find their ways in Swedish society. The Centre helps individuals and groups with consultation on how to start business, how to expand businesses, discussion of business ideas, establishing business plans and budgets, and meeting national regulation. The services are offered for free and in Somali language. The School's contribution includes a solid research-based foundation – not least evidence on the experience of Somalis in other parts of the world – for some of the activities at the Centre.



OUTREACH TO THE ACADEMIC COMMUNITY

The School's engagement on these issues also extends beyond its collaboration with corporate and public bodies. There are a number of activities that serve the purpose of furthering responsibility and sustainability in more academic contexts. Clearly, some of the undertakings under the heading of research above – notably the Supporting LIFE project – also serve as broader contributions to the academic community.

A prominent international example is the involvement in a trade policy training centre in Africa (trapca) in Arusha, Tanzania. The Trade Policy Training Centre in Africa started in 2006 as a joint initiative between the Eastern and Southern African Management Institute (ESAMI) Lund University and Swedish International Development Cooperation Agency (Sida). The initiative was based on a feasibility study, commissioned by Sida, which demonstrated that there was a great need among Least Developed Countries (LDCs) to train LDC staff in international trade policy and trade law.

Another example is an online textbook for a new generation of African students and teachers, produced by the African Economic History Network. Two faculty members from the Department of Economic History at LUSEM play a leading role. The African Economic History Network (AEHN) Textbook project aims to draw experts in the field of African History and African Development Studies together around an open access textbook for African teachers and undergraduate students. AEHN is reaching out to all African and non-African scholars willing to contribute a concise chapter (ca. 5000 words). The chapters describe and explain various aspects of historical African development trajectories in plain English language to students with limited background reading. All chapters include a list of suggested readings and a number of study questions to test student's comprehension. By offering this material in an open source environment the AEHN seeks to facilitate a wider diffusion of the knowledge that is generated within our academic network and support capacity building among a new generation of African historians and development practitioners.

Future development of responsibility

There is a broad interest in ethics, responsibility and sustainability at the School, benefitting from a Swedish mindset that places these issues high on the agenda. As a result, ethics, responsibility and sustainability have a strong presence in education, research and outreach to partners and the wider community. These activities are currently being geared up in light of the developments in society and an increasing interest from students, faculty and other stakeholders.

The direction for the coming years is also pointed out in this report. The initiatives currently underway in terms of faculty development, engaging students with partner companies and research on the development of sustainable economies and societies will be brought forward. The School will also continue to build on its strengths in areas focussing on social sustainability. Current developments in the intersection between, health, demography, entrepreneurship and finance are promising, and the School will actively move forward in these areas, both in terms of research and engagement.

By being among the largest business schools in Scandinavia the School has a special responsibility. We educate more students in business and economics than most other schools, and our curriculum developments often inspire similar developments at other schools. As described in this report, we have during the last years encouraged our faculty to develop a variety of course contents related to ethics, responsibility and sustainability. Our students today study ethics, responsibility and sustainability in several courses in different subjects at various levels. The development has to a large extent been “bottom up” which has encouraged initiatives and resulted in a rich variety of approaches. Parallel to this process, at the School level there have been initiatives “top down” to develop some courses and course modules that have been launched at the early stages of our programmes with the aim to secure that all students have a basic level of understanding of the areas of ethics, responsibility and sustainability.

In the next round of development, we will perform an ERS gap analysis. This is a project initiated at the School level aiming at an overall evaluation of our education by identifying gaps between the current contents in terms of ethics, responsibility and sustainability in courses and programmes, and desired contents. The process will result in new development initiatives, aiming at filling the gaps identified. The first step in this process, which is currently being undertaken, is to develop a unified framework describing the desired contents. In doing this, we take the opportunity for faculty to engage in the process, and to seek advice from external stakeholders too. In the next step, we will work with the programmes and departments to develop the curriculum to meet a high standard indeed in terms of engaging students in ethics, responsibility and sustainability throughout their studies at the School.

The involvement of students will be critical in the coming years. In a similar way as many other institutions, we have seen clear evidence that students can contribute in pushing these issues forward. Current initiatives to bring students and partner companies together will be seeds for the development of more permanent arrangements where faculty members play an advisory role.

An important additional initiative that is going to be pursued is the development of the Nordic Chapter of PRME. We want to continue being an active partner in future exchanges of best practice, and to deepen collaborations in PRME-related projects, i.e. developing a common library of relevant Nordic cases for teaching purposes. In a similar spirit, the collaboration between the School and the IIEE, the International Institute of Industrial and Environmental Economics at Lund University, will be developed in the coming years with joint appointments and direct collaboration on education programmes on the agenda.

Making a difference.
