PRME REPORT 2016

UN PRME SIP 2016 | LUND UNIVERSITY SCHOOL OF ECONOMICS AND MANAGEMENT (LUSEM)
SHARING INFORMATION ON PROGRESS: ETHICS, RESPONSIBILITY AND SUSTAINABILITY
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, bringing 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 sustains its attention to these questions. We recurrently map and analyze how ethics, responsibility and sustainability are integrated in our course curriculum. We develop new course modules and courses to further enhance our commitment to the principles of responsible management education. We start new research projects with a clear focus on ethics, responsibility and sustainability, and we develop our partnerships in these areas. We are committed to continuing this process and further develop our education, research and outreach activities.

FREDRIK ANDERSSON
Dean of LUSEM
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 reflect the School’s ambitions in creating a sustainable world.

– 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 distinguished research and teaching based on our international heritage and Scandinavian roots.
• Taking an active part in developing a sustainable society based on innovative thinking.
• Combining notable research and close contacts in the 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 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 “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 Making a difference by understanding, explaining and improving our world and the human conditions.

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.
LUSEM is a large education institution. About 60 percent of the budget is spent on teaching, and almost 3,600 student FTEs 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.

INTRODUCTORY STUDIES
As mentioned above, a vast majority of the students at LUSEM enter the BSc in Business and Economics 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.

Business Administration
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.

Economics
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 are 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 introduction course in economics has thus been restructured in such a way that three credits are dedicated to ethics and corporate responsibility.

CONTINUING STUDIES
In continuing studies, all students work extensively on questions relating to sustainability, ethics and responsibility. Almost all courses cover some aspect of these issues, but the school also offers both obligatory and elective courses, which have ethics or sustainability as the main theme.

Business Administration
All students in business administration are required to take a 6-credit intermediate-level course; Research methods and integration in business administration. 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.

Although not mandatory, most students attending the MSc in International Strategic Management take the course Global Business and Sustainability. In this course, students learn to judge and handle complex issues and situations for business in a global environment – including
business responsibility and ethical dilemmas. 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 also 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 fairer 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 that make it difficult to manage.

The MSc in Entrepreneurship and Innovation collaborates with the MSc programme from The International Institute for Industrial Environmental Economics, IIIEE, since 2007. Students from both programmes work together to make the business ideas environmentally sustainable. The entrepreneurial programme also offer a course in Social innovation – a strategy for sustainability, which focuses on learning how to identify, analyse and solve social problems. 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.

Economics
In economics, few courses are offered that focus directly on ethics or sustainability. But, these issues are integrated into almost all economics courses. Students are required to learn to understand, reflect and solve social, economic and envi-

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.
environmental sustainability problems. For example, the bachelor course Economic Growth discusses costs and consequences of long-term economic growth including the impact of growth on the environment. The course also discusses the equality on fostering economic growth. Development Economics focuses on poor countries challenges and possibilities for development. Advanced Labour Economics and Advanced Health Economics discuss the role of gender in labour market and health outcomes. Students also learn to learn to analyse the role of gender and ethnicity on economic outcomes.

Information Systems
The education in information systems also places a strong emphasis on ethics, responsibility and sustainability. The MSc in Information Systems 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.

Business Law
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. 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 programmes, with two courses at the Faculty of Science, and two courses at the Faculty of Engineering.

Degree Projects
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 2015 and 2016:

- Why companies engage in CSR? (Bachelor level)
- Does it sustain? A study of sustainability reporting among Swedish listed companies. Håller det? – En studie om hållbarhetsrapportering bland svenska börsnoterade företag (Bachelor level)
- Are Green Energy Companies in the Green? A study of the relation between oil prices and the stock price of green energy companies. Är gröna energibolag i det gröna? En studie om relationen mellan oljepriset och gröna energibolags aktiepriser (Bachelor level)
- Environmental Sustainability Communication in the Oil Industry – The effects on attitudes and purchase intentions (Master level)
- The Effects of Sustainability Reporting on Organization – A study of organizations doing sustainability reporting by law and organizations doing sustainability reporting voluntarily. Hållbarhetsredovisningens påverkan på organisationen: En studie av organisationer som hållbarhetsredovisar utifrån lagstiftning samt organisationer som hållbarhetsredovisar av frivilliga skäl (Master level)

FUTURE DEVELOPMENT
LUSEM is committed to ensure that our students have the tools needed to manage the complex challenges leaders face in the 21st century. It is our ambitions that students that graduate from LUSEM shall be able to both critically reflect on questions relating to sustainability, ethics and responsibility, and to be able to find solutions to sustainability problems. We therefore continuously review and update our educational strategy to ensure that all dimensions of sustainability, ethics and responsibility are covered by our courses.

Throughout 2016 a major review is being undertaken to ensure that fully meet our high ambitions. The review follows three phases.

First, we review our present strategy and benchmark our work against other international and national business schools.

Second, having highlighting weaknesses and strengths in our present strategy we review our course plans in detail to ensure that sustainability, ethics and responsibility are tied to learning outcomes, learning activities and examination. An important part of this work is to provide a scientific definition of sustainability and to identify a set of key sustainability dimensions we wish to cover by our courses. Our many research projects on sustainability and ethics will provide important input in this work.

Finally, we will work closely with all our teachers to ensure that they have the tools necessary to discuss questions relating to sustainability, ethics and responsibility with the students as a natural component of their courses.
LUSEM is a research-driven business school and we have a long history of research projects on social, economic, financial and environmental sustainability, ethics, and corporate-social-responsibility. The School’s commitment to the issues is also clearly reflected in its priority setting, where sustainable development has received a stronger focus in recent years.

In the following we will provide a number of examples of ongoing research projects. 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. To give an overview of the extensive research at LUSEM we present our research under three main headings: (1) Sustainable societies; (2) Environment, transports and economic development; (3) Sustainable social development.

**SUSTAINABLE SOCIETIES**

Sustainable societies (SuS) is a programme established to increase the understanding of the formation of the so-called “sustainable society”, by which we mean the processes that lead up to ecological, economic and social sustainability. The development of the sustainable society is a core ambition in many areas, and it impacts on policy-making, inter-institutional efforts, corporate strategies and consumer behaviour. Examples of the sustainable society include cities or parts of cities, such as Hyllie outside Malmö, Sweden, Masdar City outside Abu Dhabi in the United Arab Emirates, or Accra in Ghana. It includes technological challenges related to, for instance Information and Communication Technology (ICT) and energy and electricity. It includes challenges for energy production, supply and distribution, transportation, architecture, energy consumption control, and living.

Although the “sustainability concept” is frequently misused for marketing stunts, and green-washing, it is important to understand the processes by which policy-makers, corporations and consumers, despite any possible noise, actually do interact to develop the sustainable society – and it is important to understand how value is created for the different stakeholders. Typically this involves political risk-taking, technology choices and investment, but also the development of new ways of living and operating, and new business models, impacting all instances of society. In the SuS programme, we aim to understand how the public, the firms and the consumers act and benefit as they try to become more sustainable.

We have set up SuS thanks to financial support from, among others, E.ON Sverige and Cementa, and collaborate with these corporations and others in different empirical projects; cases related to business models for energy-efficient architecture, for instance through thermal inertia, to society models for new “smart cities”, to strategies for different component suppliers as well as integrators, and the bundling of offerings. We also cover, statistically and longitudinally, consumer behaviour and preferences, and the will to actually pay and use more ecological energy alternatives. Understanding the broader demand structure, we argue, is acutely important, not only because it will determine the pace of change but also because we have very limited knowledge of what the consumers will be asking for, using and ultimately be prepared to pay for.

**ENVIRONMENT, TRANSPORTS AND ECONOMIC DEVELOPMENT**

The K2 National Knowledge Centre for attractive Public Transport is a consortium of Lund University, Malmö University 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. LUSEMs 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.

Green Industrial Transitions (GIST) studies the conditions for decarbonisation of energy-intensive natural resource-based industries (ENRI) and explores possible pathways for governing industrial transformation. Climate change is currently being reframed from an emissions problem to an energy
system problem emphasizing ways for decarbonizing social structures and practices that generate carbon emissions. So far climate policy efforts have predominantly been geared towards achieving set emissions reduction targets, while the decarbonisation of ENRI has not yet been addressed.

The GIST-project focuses on ambitious long-term structural transitions of ENRIs in Sweden by exploring mitigation options, integration aspects, and potential development pathways and governance/policy strategies. The project addresses the need for greater scientific understanding of long-term transitions in industry and the energy system (as well as associated institutions), more knowledge about the prospects for decarbonizing ENRI, as well as the interdependencies of basic industry and the energy system, and the prospects for their co-evolution.

The project joins researchers from several different departments across Lund University such as economics, political science, environmental and energy systems studies and the centre for innovation, research and competence in the learning economy.

NEGA-emissions are a new system to measure a country’s carbon dioxide emissions. Academics and politicians have discussed the relationship between trade and emissions for a long time. How to measure the impact of trade on emissions is far from clear. The aim of this research project is to develop a new method to account for the effect of trade on a country’s overall emission levels. This new method allocates responsibility for emissions based on the principle that a country’s emission levels should be based on factors they themselves can affect such as the composition of consumption, as well as their own country’s energy system and production technologies. The new measure of emissions proposed by the project, the “NEGA-emissions measure”, satisfies these criteria. 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” are calculated from 1990 onwards. Using the new measure the project also investigates the possible implications of using this measure during climate negotiations.

SUSTAINABLE SOCIAL DEVELOPMENT
Globalization, institutions and social attitudes is a joint collaboration between LUSEM and the Research Institute of Industrial Economics. The Swedish Research Council and the Söderberg foundation fund the project. The project has overarching purposes. The first is to investigate how globalization affects growth-related social attitudes like trust, tolerance and religion. The second purpose is to look at how formal institutions, i.e., laws and rules, affect important economic outcomes, such as economic growth, entrepreneurship, innovations, the size of government and corruption. It is also studied how globalization affects the emergence of institutions of this kind. The third purpose is to carry out new research concerning how social and cultural factors, like trust, tolerance and religion, affect economic outcomes like entrepreneurship and growth. Our results show that globalization tend to increase parents willingness to teach their children to be tolerant to people different from themselves, that market institutions bring tolerance, especially where trust is high, and that globalization and democracy is good for the quality of life of gay men and that this is mediated by shaping public opinion and public behaviour in a pro-gay behaviour.

Debt (and economic scarcity) and health is a research project that aims to generate knowledge on the dual relationship between debt (and economic scarcity) and individual
level health. It is often stated that debt is bad for peoples’ health, but few studies have actually managed to control for e.g. previous health and debt, implying that results likely are biased. Also all existing studies rely on self-reported health measures. In this project we use Swedish longitudinal survey and register data on medical prescriptions to analyse the relationship. Results suggest that there is not a very strong relationship between scarcity and individual health when taking lagged information into account – specifically there is no association between the two variables when using objective register data on health outcomes.

It’s about time! Gender, parenthood and changing time use patterns. Parenthood is often considered a major cause behind gender differences in time allocation, especially between paid work and housework. A popular belief is that men and women are equal in how they spend their time until they have children; then they fall into gendered time use patterns. Unequal distributions of paid and unpaid work between men and women translate into unequal earnings and power relationships between sexes, in aggregate and within households. They also affect gender-specific experiences of stress. Thus it is important to understand to what extent these patterns exist and what their roots are in order to achieve more gender equality in society.

On-going research at the Centre for Economic Demography (CED), funded by Forte, examines to what extent gender and parenthood affect different kinds of time uses and stress by taking a number of explanatory factors into account. We study patterns of change in Sweden 1990-2010 and elsewhere by making cross-country comparisons. By investigating parenthood and how it relates to diverse time use outcomes, we seek to provide a multidimensional explanation to persistent gender differences and explain change over time. By contrasting different national contexts over time, we aim to capture trends and differences relating to institutional settings that may affect how gender and parenthood affect time use patterns. Questions studied include; i) The impact of parenthood on men’s and women’s time use – in many contexts parenthood strengthens a traditional household division of labour but we show that this is not the case in Sweden and in its Nordic neighbours. We seek to explain why the Scandinavian pattern does not emerge equally across country contexts. ii) Educational assortative mating (EAM) and time use. How do partner differences in education affect time use? Here we test Becker’s specialization hypothesis and explain why it does not necessarily hold in contemporary societies and suggest that we have reached a new equilibrium regarding gender roles. iii) Sons, daughters and parents’ time use. Does child gender really matter for parental time allocation? That the presence of children in the household affects men’s and women’s time use is well-documented. It is, however, much less investigated to what extent the gender of a child and its sibship position affect how parents allocate their time. Preliminary results indicate that child gender matter and that parents spend time with sons and daughters in a gendered way, which implies an intergenerational transmission of gender roles which will slow down processes of gender equality in other domains.

Supporting Low-cost Intervention For disEase control – Low-cost interventions in resource poor settings (Supporting LIFE). 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 is funded by the 7th Framework of the European Union (FP7) and brings together researchers from Sweden, Ireland, Malawi, Norway, Switzerland and the United Kingdom.

Securing Health-Emergency-Learning-Planning (S-HELP). People, not tools, are the most important asset. Healthcare practitioners and services respond to emergency situations but they are sometimes overwhelmed often requiring rapid decision-making. Decisions in the allocation of strained resources, prioritising casualties, while simultaneously trying to contain the level of impact, are challenging. Between 70 % and 80 % of disaster losses are secondary to indirect deaths that would not have occurred without the breakdown of social and health services and the information systems. Therefore, preparedness and response capabilities of Health Services will directly impact society’s ability to ‘bounce back’ to become more resilient to such devastating shocks. The central aim of the S-HELP project is to develop and deliver a holistic framed approach to healthcare preparedness, response and recovery. The S-HELP Decision Support System (DSS) brings major benefits to emergency healthcare management, from learning and preparing for emergency incidents and analysing threats, to post evaluation, reporting and logistics management. It provides a unique mechanism to assist stakeholders and end users to work together for co-ordinated, effective, evidence based decisions at all stages of emergency management (EM). It therefore plays an essential role in the response to emergency situations that in many cases have negative impact on human’s health.

The tools delivered (and having been validated in 3 key scenarios) by S-HELP will result in improved preparedness and response of health services involved in large scale and/or cross border emergency situations, a more effective knowledge base for responder and decision-makers, thereby supporting the EU regulation CEN BT/WG 161 “Protection and Security of the Citizen”.

S-HELP is an international research project bringing together researchers from Sweden, Austria, Ireland and the United Kingdom. The 7th Framework of the European Union (FP7) funds it.
LUSEM interacts extensively with the wider community through many different channels. The School regularly arranges seminars for outside partners. Faculty members work closely with businesses and government as advisors on sustainability issues. LUSEM is also an active participant in the public debate.

INTERACTIONS WITH THE BUSINESS COMMUNITY
Seminars and events are important components in LUSEM’s interaction with the business community. 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 for the community.

One channel through which LUSEM interacts with the business community is the Partnership Foundation. As a partner firm, businesses have access to faculty members and students and are regularly invited to seminars and conferences. The yearly conference in 2015 and 2016 both had a sustainability theme discussing various issues related to corporate social responsibility. Questions discussed include how to incorporate social responsibility into business plans and how corporate social responsibility can help firms grow. Speakers included Michael Wolff, CEO of Swedbank, Dan Olofsson entrepreneur and philanthropist as well as members from the academic community.

Knut Wicksell’s Financial Centre for Financial Studies, also regularly invites stakeholders from the business community to various seminars covering a range of different topics. In response to the financial crisis for example, the Knut Wicksell Centre, initiated a series of open seminars about the causes of the crisis and ways forward. This series of seminars has been on-going 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.

A third channel through which LUSEM interacts with the business community is the Sten K. Johnson Centre for Entrepreneurship engagement 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.

INTERACTIONS WITH POLICY MAKERS AND THE GENERAL PUBLIC
LUSEM is an active participant in the public debate on issues relating to sustainability, ethics and responsibility. Faculty feature regularly in national and international media with newspaper articles, op-eds, and radio- and television interviews. Direct interactions with policy makers take place, for example, through participation in seminars such as the Swedish Parliament’s Sällskapet riksdagsledamöter och forskare (society for parliament members and researchers), RIFO, and various advisory roles, for example, for the All Party Committee on Environmental Objects (Miljömålsberedningen) and the Swedish Enforcement Authority (Kronofogden).

Other direct involvement in the public discussion is the contribution to the discussion on climate change and consumption is the 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.

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.

INTERACTION WITH THE NATIONAL AND INTERNATIONAL ACADEMIC COMMUNITY

As mentioned previously, LUSEM is involved in several interdisciplinary and international projects bringing together researchers from all over the world. LUSEM is in addition closely involved in a training centre in Africa: Trade Policy Training Centre in Africa (TRAPCA) in Arusha, Tanzania. TRAPCA was founded 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.

TRAPCA was set up with the purpose to strengthen the capacity and competence in international trade policy for representatives from government, business and civil society in these countries. Lund University is the academic partner of trapca and has the responsibility for the quality in and the examination of the courses and programmes at trapca. The Master’s programme in international trade policy and trade law is accredited by Lund University, which also issues the Degree certificates for the Master of Science Degree.

In order to establish an internationally anchored centre with both African and internationally reputable trade institutional linkages, trapca has entered into collaborations with a number of institutions. These include: the World Trade Institute (WTI), World Bank Institute (WBI), United Nations Conference on Trade and Development (UNCTAD), World Customs Organisation (WCO), United Nations Commissions for Africa and Europe (UNECA and UNECE), United Nations Institute for Training and Research (UNITAR), International Trade Centre (ITC), the International Institute for Sustainable Development (IISD), the Consumer Unit Trust Society (CUTS), Geneva, South-North Network, African Development Bank (AfDB), as well as Government ministries of trade and related activities.
Så blir världen ren
Ny modell visar att svensk export minskar global växthusgasutsläpp.

Kalmar län i välstänslsl
Med tillväxten kom jämligheten

Växthusgas - utsläpp med fler frågor än svar

Kris för den menska bestadsmodellen

Regionklyftorna växer

Med tillväxten kom jämligheten

Kalmar län i välstänslsl

Så mycket växthusgaser släpper svensken ut

Kalmar län i välstänslsl

Så blir världen ren

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Responsibility and sustainability in media
Future development of responsibility

There is a broad interest in ethics, responsibility and sustainability at the School, benefitting from a Swedish mind-set 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, curriculum development 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. In 2016 we initiated a review of how sustainability and ethics are integrated into our courses and programmes to ensure that we continue to meet our high standards. We have so far evaluated our teaching strategy against other leading national and international business schools and identified our key strengths and weakness. Course plans and the schools teaching strategy will be updated based on this review in the coming years. Moreover, our teachers are encouraged to take initiatives to develop new methods to incorporate sustainability and ethics into their courses. The top-down review of the schools performance in relation to other leading business schools is therefore combined with bottom-up development of new courses, learning-outcomes and learning activities.

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. In a similar spirit, the collaboration between the School and the IIIEE, 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.
Everyday life at LUSEM shall reflect the School’s ambitions in creating a sustainable world.